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Native Indian languages

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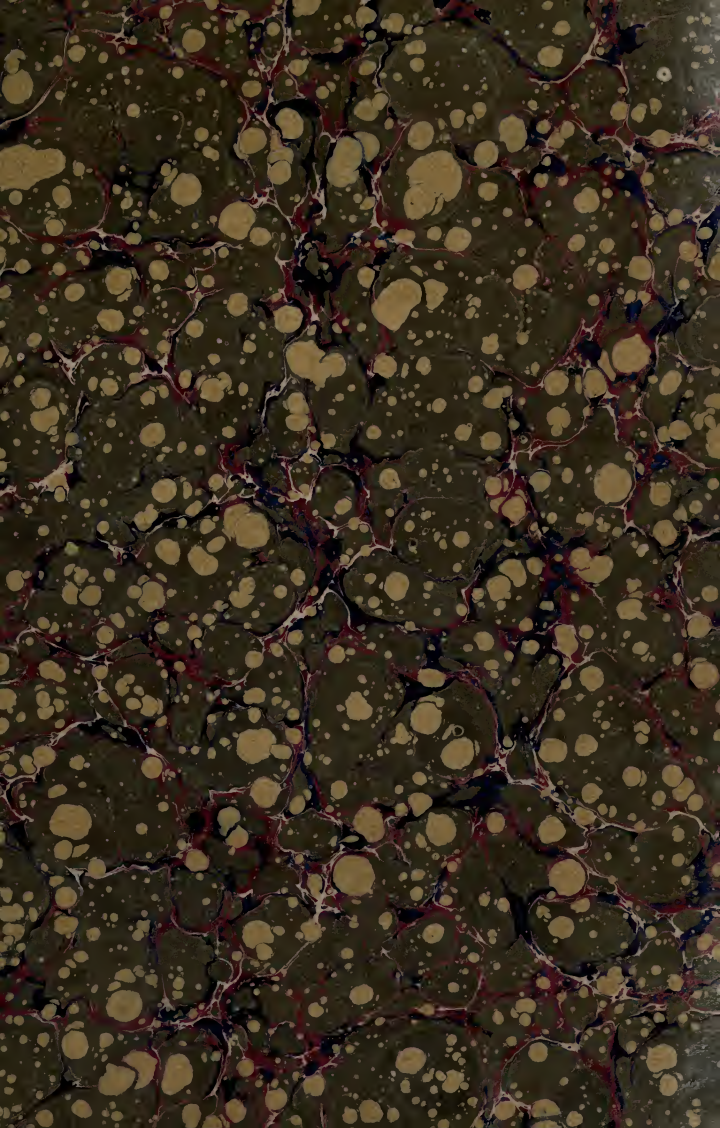
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LAGUNA INDIAN TRANSLATION

of

MC GUFEYF'S NEW FIRST ECLECTIC READER.

TRANSLATED AND PRINTED

BY

JOHN MENAUL.



LAGUNA, NEW MEXICO.

1882.

43065-

PM 1645

277

INTRODUCTION 1882

MAJIN

The object in translating and printing this little School Book is to enable the Laguna Indian children who attend school, to understand the English which they are learning in the Government Day School. "MC GUFFEY'S NEW FIRST ECLECTIC READER" has been selected for translation, because it was pretty well adapted to the work, and because it was being taught in the School as a Text Book.

The work would be much more satisfactory if the words were separated into syllables by hyphens; but as it is very desirable that the contents of each page of the English should be represented on the opposite page of the translation, we could not uniformly, so separate them into syllables for want of space.

In adopting a mode of spelling for the Laguna Language, our endeavor has been to use only the letters necessary to represent the Indian sounds as given by the Interpreter, (see the Alphabet for the sounds of the letters). But in this, as in all unwritten languages, many difficulties present themselves as soon as an attempt is made to reduce the language to writing. The same word is

often given under several modifications when, to an English mind, it ought to mean just the same thing and be written in the same way. These modifications are caused by the different connections in which the word is used as related to other words in the same sentence, or to different ideas in different sentences, by singular, dual or plural nominative and objective cases, by affirmative or negative assertions, or in asking a question.

Again when modifications are expected and apparently necessary, there may not be any, the peculiar idiom and formation of the Language not requiring changes where we would expect them.

It is often a question whether a word should end in *a* or *ah*, in *e* or *eh*, *ě* or *ěh*; or whether they should be written at all when they have only a breathed sound. In all such cases we have written the words or syllables so that we could read them ourselves wherever or in whatever connection we found them. When we could not thus read them, the spelling has been changed for one more in conformity with the true sound. We had to follow this course for want of linguistic authority on the subject.

Again, there are many click sounds which cannot be represented by our letters. These will, in time, drop out of the Language, but their place

must now be supplied by sounds which can be written, and at the same time, be intelligible to the native ear.

The greatest difficulty, in this connection, consists in the unsettled state of the Language itself, especially in the vowel sounds. This is owing to the total want of records or writing of any kind among the people; thus necessitating the Translator to depend upon the Interpreter who, in this case, being unable to read or write, can not give an analysis of even the commonest word.

The greatest difficulty in getting a literal translation consists in the want of prepositions, conjunctions etc. in the Laguna Language, and the want of equivalents of very many of our common ideas and words. The Language is very full as far as the daily customs and avocations of *these* people are concerned but exceedingly meager outside of that sphere.

The work of translating this book has been done through the Spanish Language, and has been rendered as literal as the Laguna idiom etc. would permit. The greater part of the translating was done some two years ago, and has since been used in the Day School in connection with the English as a means of enabling the scholars to understand what they read. The work of printing has extend-

ed over a year. I have done the type setting and press work in the intervals of Day School hours as opportunity permitted.

On this account, there is neither that degree of accuracy nor uniformity in spelling that is to be desired in such a work. As we advanced in the work the pronunciation of many words became plainer to us, and thus necessitated a change in spelling. We were also, becoming better able to detect those sounds only lightly articulated by the Interpreter, and the Interpreter himself was becoming better acquainted with the work of translating; yet the work, as a whole, is as near correct as we could expect under the attending circumstances.

John Menaul.

Laguna,

Valencia Co.

Feb. 20th 1882.

New Mexico.

ECLECTIC EDUCATIONAL SERIES.

McGUFFEY'S

NEW

FIRST ECLECTIC READER:

FOR YOUNG LEARNERS.



By WM. H. McGUFFEY, LL. D.

VAN ANTWERP, BRAGG & CO.,

137 WALNUT STREET,
CINCINNATI

28 BOND STREET,
NEW YORK.

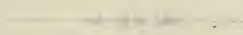
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THE ALPHABET



A a as in father
 B b as in boy
 C c as in cat
 D d as in day
 E e as in egg
 F f as in fat
 G g as in goat
 H h as in hat
 I i as in it
 J j as in jam
 K k as in kite
 L l as in lot
 M m as in man
 N n as in net
 O o as in one
 P p as in pen
 Q q as in queen
 R r as in rat
 S s as in sit
 T t as in top
 U u as in up
 V v as in vest
 W w as in wet
 X x as in box
 Y y as in yet
 Z z as in zoo



THE ALPHABET.



A a as a in far	AI ai as ai in aid
CH ch as ch in church	CK ck as ck in cackle
D d as d in dread	E e as e in then
E ē as ee in see	E ě as e in echo
EA ea as ea in teach	EI ei as ei in eider
H h as h in hoot	I i as i in pick
K k as k in kick	L l as l in lull
M m as m in mum	N n as n in nun
Ñ ñ nasal	ÑY ñy as Spanish ñ
O o as o in note	P p as p in pipe
R r as r in roaring	S s as s in sauce
SH sh as sh in should	SK sk as sk in skate
T t as t in tramp	TH th as th in thank
‡ as tdh or t in Spa. tu	ty as kty, as one sound
U u as u in but	W w as w in wish
Y y as y in year	Z z as z in zone.

THE ALPHABET.

a	A	<i>a</i>	n	N	<i>n</i>
b	B	<i>b</i>	o	O	<i>o</i>
c	C	<i>c</i>	p	P	<i>p</i>
d	D	<i>d</i>	q	Q	<i>q</i>
e	E	<i>e</i>	r	R	<i>r</i>
f	F	<i>f</i>	s	S	<i>s</i>
g	G	<i>g</i>	t	T	<i>t</i>
h	H	<i>h</i>	u	U	<i>u</i>
i	I	<i>i</i>	v	V	<i>v</i>
j	J	<i>j</i>	w	W	<i>w</i>
k	K	<i>k</i>	x	X	<i>x</i>
l	L	<i>l</i>	y	Y	<i>y</i>
m	M	<i>m</i>	z	Z	<i>z</i>



AX

a

ax

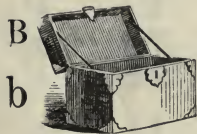


FAN

f

FAN

fan



BOX

b

box



GIRL

g

GIRL

girl



CAT

c

cat



HEN

h

HEN

hen



DOG

d

dog



INK

i

INK

ink



ELK

e

elk



JUG

j

JUG

jug



A a AX ax | F f FAN fan

Opkowañye | Opopots

B b BOX box | G g GIRL girl

Kasha | Makutsa

C c CAT cat | H h HEN hen

Musa | Kwako

D d DOG dog | I i INK ink

Tēya | Omistchits

E e ELK elk | J j JUG jug

Tyusha | Spuna

K k KID kid	P p PIG pig
Karawash	Kochēno

L l LARK lark	Qq QUAIL quail
Lark	Kwastoēts

M m MAN man	R r RAT rat
Hutstse	Suña

N n NUT nut	S s SUN sun
Tyeiañye	Oshatcha

O o OX ox	T t TUB tub
Weyes	Asa



KID
kid



PIG
pig



LARK
lark



QUAIL
quail



MAN
man



RAT
rat



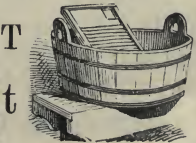
NUT
nut



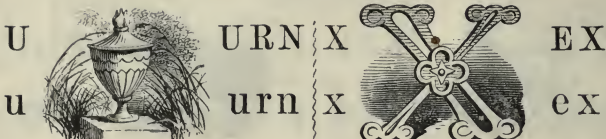
SUN
sun



OX
ox



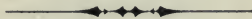
TUB
tub



MODEL PRONOUNCING EXERCISE,

Embracing all the words found in Lesson I, on the following page.

I in do we he
it on go am my
is an no ox up



U	u	URN	urn		X	x	EX	ex
		Weistañye					Ex	

V	v	VINE	vine		Y	y	YOKE	yoke
		Tsēkeiyow					Ayow	t yuisht

W	WREN	wren		Z	ZEBRA	zebra
	Sut	t ye			Zebra	



Hinome keia epech hinometitch he

it **t**yu thoko imme sashe

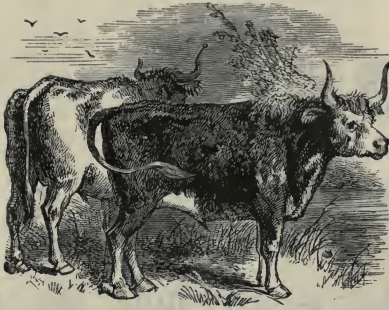
imme iske sah weyes tinyeae

LESSON I.

Immēſa ſua iſke weyes?
 ſua immetsa iſke weyes.
 ſua imme ſatyashe weyes..

Nutyěko ſochosa hinometitch?
 How tyu nutyěko ſochosa hinometitch?
 Hinometitch how tyu nutyěya ſochosa.

Eikeia tyěcho hinome?
 Tē keia tyěcho hinome?
 Hinome imme eikeia tyěcho.



LESSON I.

Let the child spell each word in the line, then read the line.

SPELL.

READ.

is it an ox

Is it an ox?

it is an ox

It is an ox.

it is my ox

It is my ox.

do we go

Do we go?

do we go up

Do we go up?

we do go up

We do go up.

am I in

Am I in?

am I in it

Am I in it?

I am in it

I am in it.

LESSON II.*



Is it an ax?

It is an ax.

It is my ax.

Is it by me?

My ax is by me. So it is.



Is he in?

He is in.

Is he by me?

Do we go in?



It is I.

It is he.

We do it.

Do as we do.

* Spell each word in the line; then read the line, as in Lesson I.

LESSON II.

Immeŋa ʔua iske opakowañye ?

ʔua immetsa iske opakowañye.

ʔua immetsa sopkowanye.

Howëko stya sëpsho hinome opakowañye ?

Sopkowañye imme howëko sëpsho hinome.

Ha imme tëska.

Eikeia ʔyacho?

Imme ʔo hinome.

Eikeia ka.

Wa immetsa.

Immeŋa howëko stya
sëpsho hinome ?

Hinometitch enyech-
ana.

Nutyëpo ʔochosa hin-
ometitch keia ?

Epech immeë hinome-
titch esetchanatshe

*LESSON III.*

Iske koweŋoñyeme kaiechonye kwako.

Itye kwako nēyotyō?

Iske tsanawañye tēya.

Tēya kakoh iske hutstse.

Iske sitchu weyes.

Chaŋowe sopě.

Iske kishaŋa kochēno

Itye kochēno ñyomētstyō?

Iske kukañye waksh.

Eicheish waksh ashañye sewastyañye.

LESSON III.*



A sly hen.

Can she fly?



A bad dog.

It bit a man.



A big ox.

Let him go.



A fat pig.

Can it run?



A red cow.

Has she hay?

* Spell each word in the line; then read, as in Lesson I.

LESSON IV.*



Can the cat
get the rat?



See the rat.
Was it hid?



See the kid.
Can it run?



A sly fox.
He had a hen.



An old ape.
Can he hop?

* Spell each word in the line; then read, as in Lesson I.

LESSON IV.

Itye musa nityatyo suña ?

Sëokutch suña.

Choëskomush suña ?

Sëokutch karawash washtye.

Itye karawash washtyë nyomëtstyo ?

Iske koweŋnyeme kaiechoñye mastya.

Mastya keikakah iske kwako.

Iske hustchëtsa ape.

Itye noŋotsŋatyu ape ?

LESSON V.

Immeḷa ḷua iske eist-		Iske opopots ka Ann.
chustche? ḷua immetsa		Itye hishome n̄yopopot-
iske eistchustche. Im-		sañyetyoma hinome ?
meḷa ḷua seistchustche ?		Hinome itye n̄yopotsa-
ḷua imme seistchustche.		n̄yeshoma hishome.
Musa washtye imme		Hishome itye n̄yopopot-
howka seistchustche.		sañyeshoma hinome.
		Hishome tyopopotsañe
		hinome.

LESSON VI.

Hinome s̄okutch iske		Hinome s̄okutch iske
kavayo. Itye hishome		koch̄eno. Kwae imme
n̄yokutchsho kavayo ?		skeie kishaḷa koch̄eno !
Ha, ha, hinome n̄yo-		Itye koch̄eno n̄yom̄ts-
kutchse. Kavayo itye		tyo ? Koch̄eno satse
n̄yom̄tsko. Muh kava-		itye n̄yom̄tskoñō.
yo, O, s̄okutch kavayo		Koch̄eno imme skeie
kom̄tsa !		kishaḷa satse itye n̄yo
		m̄tskoñō.

LESSON V.

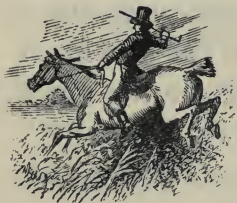


Is it a bed?
 It is a bed.
 Is it for me?
 It is for me.
 Kit is on my bed.

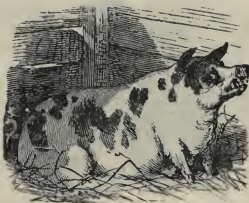


A fan for Ann.
 Can you fan me?
 I can fan you.
 You can fan me.
 You do fan me.

LESSON VI.



I see a nag.
 Do you see it?
 Yes, yes, I do.
 The nag can run.
 See it, O, see it run!



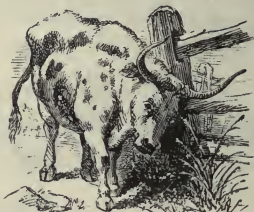
I see a pig.
 How fat it is!
 Can the pig run?
 It can not run.
 It is too fat to run.

LESSON VII.



An old log hut.
 A new log hut.
 Is it for me?
 Is it for you?
 It is for us.

See my fat ox.
 Is it an old ox?
 It is an old ox.
 It is not a red ox.
 It is a dun ox.



A sly old ape.
 It has a nut.
 Get it for me.
 May I get it?
 Yes, if you can.

O, see the fly!
 How it can fly!
 It bit an old ox.
 Can the fly run?
 Yes! run, fly, run!



◆

LESSON X.

Iske sawēñye kowwoh koats.

Iske natse kowwoh koats.

Immeṭa sowwoh hinome?

Immeṭa chuchowwoh hishome?

Imme suchaowwoh.

Sēokutch satyashe weyes kishaṭa.

Immeṭa ṭua iske hustchētsa weyes?

Imme iske hustchētsa weyes.

ṭua imme weyes satse kukañyesho.

ṭua imme iske kwēme kukañye weyes.

Iske koweṭoñyeme kaiechoñye hustchētsa ape.

Ape kaikoiya iske tyeiañye.

Howe keikome tyeiañye koyotseme hinome.

Itye hinome neiyowotye nitṭatye tyeiañye?

Ha, hishome itye kowko.

O, sēokutch tsape!

Kwae itye tsape tseṭa!

Tsape kako iske hustchētsa weyes.

Itye tsape ñyomētstyo?

Ha! ñyomētsko, tsape, ñyomētsko!

LESSON VIII.

Immeŧa ŧua iske waksh?
 ŧua immetsa iske waksh.
 ŧua imme satyashe waksh.
 Waksh satse hate ashañye sewastchañye.
 Pityesha waksh ashañye sewastchañye.

Hinome sēokutch iske asa.
 Asa imme tseyā.
 Itye hishome heya nowyastchēsho?
 Ha, hinome itye.
 Hinome itye heya nowyastchēse.

O, sēokutch satyashe musa!

Musa imme eitinyeañu stchu ka iske eistchustche.

Musa kokutchā iske suñā.

Suñā kokutchā musa.

Suñā komēts kotyeitye.

Sēokutch sashe natse keiskuucheiko.

Kwae itye keiskuucheiko katsa.

Hishome itye ñyenaŧacho iske.

Satse nowēŧaanyekweashoñō iske.

Hinome satse nowēŧaanyekweashoñō.

LESSON VIII.

Is it a cow?
 It is a cow.
 It is my cow.
 She has no hay.
 Let her be fed.



I see a tub.
 The tub is big.
 Can you use it?
 O yes, I can.
 I can use it.

O, see my cat!
 He is on a mat.
 He saw a rat.
 The rat saw him.
 The rat ran off.



See my new top.
 How it can hum.
 You may get one.
 Do not beg one.
 I do not beg.

LESSON IX.



See! a new cap.
 A cap for you.
 I had a cap.
 It was new.
 Now it is old.



See the big kid.
 It is my pet kid.
 Is it not shy?
 My kid is shy.
 Let us go out.



It is an elk.
 The elk is sly.
 The dog saw him.
 He saw the dog.
 The elk ran off.



See the dog run.
 It saw a man.
 The man did say,
 pup, pup, pup!
 The dog ran off.

LESSON IX.

Muh! iske natse oshtyat|huts.

Iske oshtyat|huts nasho hishome.

Hinome saiske oshtyat|huts.

Immeë oshtyat|huts natsetsa.

Sëokutch karawash washtye sitchu.

Tua imme satyashe karawash washtye sotcho-
owëtyo.

Immeja karawash washtye satse kowkutseiosho?

Satyashe karawash washtye imme kowkutseiosho.

Hina showo nutyëko chatye.

tua imme iske tyusha.

tyusha imme kowkutsaiyawe.

Tëya kokutch tyusha

tyusha komëtsa kotyetyu thoko.

Sëokutch tëya komëtsa.

Tëya kokutch iske hutstse.

Hutstse ëkatsa, tëya washtye, tëya washtye,

tëya washtye!

Tëya komëtsa kotyetyu thoko.

LESSON X.

Hinome itye n̄yokutchse hishome musa.

Hishome musa itye n̄yokutchtyuma hinome ?

Musa imme eistyu tinyeyaño styuka washats
soshtyatthuts natse.

Yoko thoko hustchētsa musa.

Hinome sēokutch iske tēya.

Hinome n̄yokutchse iske tēya washtye.

Itye hishome n̄yokutchtyuma hinome ?

Tēya thick tēya washtye itye n̄yomētstako setyu.

Ned thick katyashe kavayo.

Itye n̄yomētstyo kavayo ?

Itye n̄yomētstyo kavayo tyěě ?

Ha, kavayo itye n̄yomētsko ; thick itye Ned
n̄yomētsko.

Sēokutch koyowtsa kwako.

Satsena kwako chēshaja ?

Itye kwako n̄yeyotyo ?

Itye kwako n̄yeyotyo tyěě ?

Kwako itye n̄yoko.

LESSON X.

I can see you, cat.
Do you see me?
The cat is on my
new fur cap.
Get off, old cat.



I see a dog.
I can see a pup.
Do you see me?
The dog and pup
may run all day.



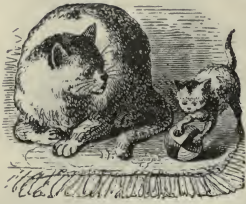
Ned and his nag.
Can the nag run?
Can it run far?
O yes, the nag can
run; so can Ned.



See the old hen.
Is she not fat?
Can the hen fly?
Can she fly far?
The hen can fly.



LESSON XI.



i see an old cat.
 The old cat is by
 her pet kit.
 The cat and kit
 are on a rug.



A sly old fox, and
 a fat old hen.
 The fox did try to
 get the hen.
 Did the hen fly?



dog	boy	get
log	joy	let
hog	toy	set
fog	coy	bet

Do you see the boy and his dog?
 Is it a dog, or is it a fox?
 Is it a fox? O no, it is a dog.
 The dog can run; so can the boy.
 Now, Tom, let us see you run.

LESSON XI.

Hinome sēokutch iske
 koyowtsa musa. Ko-
 yowtsa musa imme ai-
 howēko kawashtye so-
 tchoowēt̄yo musa wash-
 tye. Musa shē musa
 washtye immetsāpa ei-
 stchu eistchustche tyēka
 stchu ka,

Iske koweṭonyeme
 kaiechoñyme hustchēt-
 sa mastya, shē iske kish-
 ata koyowtsa kwako.

Mashtya imme ēēko
 nityakonische kwako.

Ñyeyotyō kwako?

tēya

sitch

kochēno

heashe

mutyetsa

sewēstchea

owēsheiañye

kowkwetsēṭa

tseeina

ityēṭsa

epech

kutyeeh

Itye hishome ñyokutchtyō mutyetsa thick kat-
 yashe tēya? Immeṭa ṭua iske tēya, komē immeṭa
 ṭua iske mastya? Immeṭa ṭua iske mastya? Sah,
 ṭua imme iske tēya. Tēya itye ñyomētsko; thick
 imme itye mutyetsa ñyomētsko. Keitsho, Tom,
 shoukchina hinometitch shomētsanshe.

LESSON XII.

stchomo	the	etsetch
sēokutch	itye	him
katsa	tseata	mutyetsa
nyekutchꞵoko	hishome	owēstcheaanye

Itye hishome nyokutchꞵyo stchomo? Eitya
stchomo nyekutchꞵoko nyesho? O ha! Hinome
sēokutch stchomo. Stchomo eistchuka nyekutch-
ꞵoko nyesho. Itye stchomo nyeyotꞵyo? Thick
itye stchomo natsatꞵyo? Stchomo itye nyeyoko
thick natsako. Ha! taah stchomo itye.

hinome	itye	sēokutch
taah	koyastchokotse	ha
ah	Ned	tyëë
eie	Tom	hishome

Ned itye hishome nyoyastchokotstcho? Itye
hishome nyoyastchokotstcho tyëë? Ha, hinome
itye nyoyastchokotse. Hinome itye nyoyastchotse
taah tyëë. Itye hishome nyoyastchokotstcho Tom?
Itye hishome nyoyastchokotstyuma toma hinome
tyëka? Ha; sēokutch hinome. Hinome itye
nyoyastchokotse toma tyëë hishome tyëka, Ned.
Hinome itye nyoyastchokotse hēmako tyëë kwa
hishome itye. Ha! taah hishome itye. Showoh
keitsho shoyastchokotsaño.

LESSON XII.

bee the do
 see can him
 hum fly boy
 bud you joy



Do you see the bee? Is it on the bud?
 O yes! I see the bee. It is on the bud.
 Can the bee fly? Can it hum too?
 The bee can fly and hum. Ah! so it can.

me can see
 so hop yes
 ah Ned far
 oh Tom you



Ned, can you hop? Can you hop far?
 Yes, I can hop. I can hop so far.
 Can you hop, Tom? Can you hop to me?
 Yes; see me. I can hop to you, Ned.
 I can hop as far as you can.
 Ah! so you can. Now let us hop.

LESSON XIII.



Ann ten old
 are six you
 am big how
 as but why

Ann, how old are you? I am six.
 Are you but six? Why, I am ten.
 But you are not as big as I am.



Ned too but
 Hal was bad
 pet box odd
 pig boy who

Ned has a pet pig. Do you see it?
 Is it not an odd pet? Can it run?
 Hal has a pet hen. His hen can run.
 Can she fly? Can she fly or run far?
 Ned, who has the pig, is a bad boy.
 Hal is a big boy, but not a bad boy.

Simple and familiar words, not found in the reading lesson, are occasionally introduced into the spelling list.

◆ ◆ ◆

LESSON XIII.

Ann	kuts	koyowtsa
immetsapa	schis	hishome
imme	sitchu	kwae
ʔaah	sko	sekoma

Ann, hatso kusheitye shaah hishome? Hinome imme schis kusheitye. Immeʔa hishome nowe schis kusheitye? Sekoma, hinome imme kuts kusheitye. Sko hishome satse hēmakokuʔaow hēmakosuttyeshe hinome.

◆ ◆ ◆

Ned	mame	sko
Hal	mēsho	satse tawa
koowētyosewasho	kasha	satse tyuetsaow
kochēno	mutyetsa	howe

Ned katyashe iske koowētyosewasho kochēno. Itye hishome n̄yokutchtyo kochēno? Immeʔa ʔua kochēno iske kwēme natse koowētyosewasho? Itye kochēno n̄yomētstyo? Hal katyashe iske koowētyosewasho kwako. Katyashe kwako itye komētsa. Itye kwako n̄yeyotyo? Itye kwako n̄yeyotyo shē n̄yomētstyo tyēē? N̄ed, howe kei-koiya kochēno imme iske satse tawa eachatsaow. Hal imme iske kocha each, sko satse sah tawatsaow each.

 LESSON XIV.

kaash	ka	ʔaah
kukañye	the	iske
koeach	epech	mēsho
koweia	and	Ann

Ann tseañyekwea katyashe tēya howtyu kukañye kamastyē keianatyē. Tēya etsetch kwae sēch-añyeshe. Tēya howtyu etsetch kamastyē kaashtyu. Hishome satse chokutch tēya? Tēya howtyu satse iska kamastyē nowe howtyu kamastyē kukañye etsetch.

suña	tyëë	keiḥoa
seeina	koweḷoñyeme	koweiskutyetsḷa
kaikoiya	komëts	sēokutch
tēya	hishome	stchomo

Itye tēya nityatyō suña? Pokutch, sēokutch, kwae kaiechonye koweḷoñyeme immetsa tēya. Ah, wa keitsho tēya kaikoiya suña. Hishome chokutch komëtsḷa suña? Ñyomëtsḷyō suña tyëë? Tēya satse seotyemëtyō omëtse tyëë. Tēya sitya suña.

LESSON XIV.

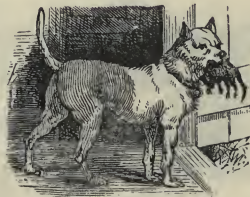
lap its as
 red the one
 did put was
 bid and Ann



Ann bid her dog put up its red paw.
 The dog did as it was bid. It put its
 paw in her lap. Did you not see it?
 It put up no paw but the red one.



rat far fee
 get sly lee
 has run see
 dog you bee

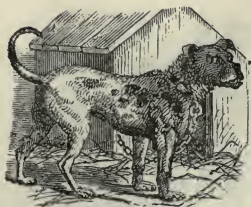


Can the dog get the rat? See, see,
 how sly he is.

Ah, now he has the rat. Did you see
 the rat run? Did it run far?

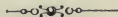
The dog did not let it run far. The
 dog did get the rat.

—o:~o:~o:—

 LESSON XV.


is fat let lay
 us sty fed ray
 my not bit say
 the pig now pay

I see a dog. The dog bit my pig.
 Is my pig in the sty? Let us see.
 The dog can not see my pig now.
 Let the fat old pig be fed.



boy lid off ill
 put sat out pill
 box cat ran kill
 hen the eye mill

A boy put a cat and a hen in a box.
 The boy sat on the lid of the box.
 The cat bit the hen; and the hen put
 out the eye of the cat.
 The boy got off the lid of the box. The
 cat got out and ran off.

LESSON XV.

imme	kishaŷa	ŷo pech	eipecha
hinometitch	seyastchema	pityesha	keispechatye
sashe	satse	kako	ĕkatsa
the	kochĕno	weie	petsoa

Hinome sĕokutch iske tĕya. Tĕya kako satyashe kochĕno. Immeŷa satyashe kochĕno eikeia seyastchema? Hanye showoh hinometitch nĕyokchana. Tĕya satse itye nĕyokutchshoĕno satyashe kochĕno weie. Pityesha kishaŷa hustchĕtsa kochĕno imme paowyŷa.

mutyetsa	aastche	tyĕĕ	sewasa
epech	kokwea	chatye	wawa koŷots
kasha	musa	komĕts	kaowŷa
kwako	the	howanaaĕnye	atyewaĕnye

Iske mutyetsa anutseponeie iske musa thick iske kwako kasha tyĕkaĕnuh. Mutyetsa kokwea eistchu aastche kasha tyĕka stchu. Musa kako kwako, shĕ kwako kowanatyeko musa. Mutyetsa saŷa aastche kasha. Musa thoko chatye shĕ komĕsa tyĕĕ.

LESSON XVI.

sewasa	kaah	she	kaeitse
mame	the	epech	koshŭo
tseeina	komĕts	ashañye	kaiastche
kwako	oshatcha	mĕsho	stchatchu

Kwako mĕsho mame sewasa satse itye ñyeput-tyekoño; sko kwako satse mame sewasako satse ñyosŭokoño. Kwako eistyu kaah ashañye sewastchañye tyĕka stchu. Kwako eistyu kaah ashañye sewastchañye tyĕka stchu, kaaspeĕh.

kaash	stoĕts	kaeitse	seio
koowĕtyo	she	wĕpĕñye	kocha
tĕya (karawash washtye)	kopyowkwea		ĕka
Ann	kashe	iske	koŭots

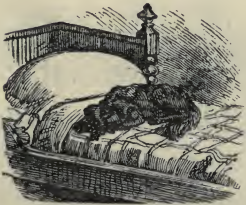
Ann ka iske koowĕtyo tĕya-kaash. Ann sĕohĕ-ĕtsanye tĕya-kaash eityu eitsimme eistchusche tyĕka tyu Ann kashe. Ann sityesha tĕya seio hĕme zĕ kapeweshe. Katyashe tĕya satse kotchow kwa iske karawash washtye kotchanshe; satse kochaño kwa iske karawash washtye iske seie sĕanshe hustchĕtsa. Eisutchtya iske sĕpĕ imme kukañye.

LESSON XVI.



ill	as	she	lie
too	the	put	die
get	run	hay	pic
hen	sun	was	hie

The hen was too ill to get up; but she was not so ill as to die. The hen was put on the hay. She was put on the hay, in the sun.



lap	tip	lie	all
pet	she	ear	tall
dog	kid	eat	call
Ann	her	one	ball

Ann had a pet lap-dog. She let it lie on her bed. She fed it of all she had to eat. Her dog was not as big as a kid; not as big as a kid one day old. The tip of one ear was red.

—❦—

LESSON XVII.



let us our fay
 hot fun out hay
 dog can new nay
 hog put with day

It is a hot day. Let us go out.
 Let us go out with our dog.
 We can go to the new-cut hay.
 We can put hay on our dog for fun.



all oh fit the
 for aid we this
 his bid are that
 God our eye then

O! my God, let me do no sin. Aid
 me to do as I am bid.
 Our God can see all we do. Let all
 I do be fit for his eye.
 Let me do to all as I am bid. Let
 me do as all are bid to do to me.

LESSON XVII.

†o pach hinometitch sutchat'yashetshe pame
 kowweicha koēshai chatye (ashañya sewastchañye)
 tēya itye natse sah
 kochēno epech eskawa sechuma

Weie imme iske seie a†umatse. Showoh chatye.
 Showoh chotye nutyčko sutchat'yashetshe tēya.
 Hinometitch itye nutyčko ashañye sewastchañye
 weie seotsotstche. Hinometitch itye ñyoptyin-
 ame sewastchañye sat'yashetshe tēya †oma nowa-
 wēsheit'yēya.

seio	eie	tawa	the
ka	komatsanye	hinometitch	†ua
kashe	koweia	immetsapa	wěě
Dios	sashetshe	howanaañye	hamasho

O! nashtēa Dios, pame kohētsanye hinome
 sotsitseshe. Komatsanye hinome ekochañye kwae
 hinome seechanyeshe. Sanashtēashe Dios itye
 ñyuwakutch skwachoma seio hatso zē esechanatshe.
 Komatsanye hinome hatso zē etsechanshe tyokoch-
 anshe kutchanatyēa. Komatsanye hinome esetch
 seio haño hatso zē kwae hinome choyañyekwea-
 nishe. Komatsanye hinome esetch haño kwae
 seio haño sheañyekweanische ekochanye hinome.

LESSON XVIII.

mastyā	kishaṭa	komēts	seaṭa
hustchētsa	suṇa	kwako	koweṭonyeme
ēkatsa	musa	tēya	kotsitcha
itye	oshtyatḥuts	kokutch	kuskeitsa

Mastyā itye ēkatsa: hinome imme soweṭonyeme seiechonye. Hinome saṭya iske koyowtsa kishaṭa kwako. Iske hutstse sēokutch hinome. Iske tēya sēokutch hinome. Hinome sēomēts shē soēsko-mush. Hinome imme mame soweṭonyeme seiechonye satse itye iske hutstse nityastyomaño hinome. Iske tēya satse itye nityastyomaño hinome, hinome seomētsa.

kotsotsa	ṭomēka	to	kaeitse
kwachinṇyēa	sipkawēṭa	etsetch	pame
satse	okweaṇye	eistchustche	koshṭo
and	kustchētsa	oshatcha	stchatchu

Musa itye ēkatsa: hinome satse ṇyotsosaskoño, hinome sewachinyea. Hinome itye ṇyomētse. Sēokutch hinome itye nityase iske suṇa. Hinome itye nityase iske tsape, tsape satse tyēḥ tsēono. Hinome itye sēostchetsa, thick hinome itye neitsese kanachowēma. Hinome itye neitsese eitinyeyañu-tyu iske eistchustche tyēka, ko sewastchaṇye tyēka tyu.

LESSON XVIII.



fox	fat	ran	fly
old	rat	hen	sly
say	cat	dog	try
may	hat	saw	cry

The fox may say: I am sly.
 I had an old fat hen. A man saw me.
 A dog saw me. I ran and hid.
 I am so sly, a man can not get me.
 A dog can not get me, if I run.



sip	few	to	lie
lap	hew	do	fie
not	pew	rug	die
and	mew	sun	hie

The cat may say: I do not sip, I lap.
 I can run. See, I can get a rat.
 I can get a fly, if it is not too far off.
 I can mew, and I can lie in the sun.
 I can lie on a rug, or on the hay.

 LESSON XIX.


far	lay	ten	use
jar	say	hen	man
car	may	pen	egg
bar	play	wen	eggs

The hen may say: I can run. I can fly, but not far up in the air. I can lay eggs, and am of use to man. The fox and the rat may get me; but if I see the fox or rat, I run off.



see	joy	tea	rose
bee	toy	kill	dose
flee	coy	dew	hose
glee	boy	new	nose

The bee may say: I fly in the air. I sip, but I do not get in the tea-cup. I sip the dew on the rose, and fly off. Boy, do not try to kill me; for I am of use to man.

LESSON XIX.

tyëë	eipech	kuts	tawa
spuna	ëkatsa	kwako	hutstse
kareta	itye	otyatyetañye	nawëka
tseama	koëshai	sineichañye	hinome

Kwako itye ëkatsa: hinome itye ñyomëtse. Hinome itye ñyeyose, sko satse mame tinyeae eishesłai. Hinome itye nawëka ñyewayaskoma, shë hinome immets'a eiyaaawe hutstse tyëka. Mastya thick suña itye nityaskoma hinome; sko hinome sëokutch mastya suña, hinome komëtse tyëë.

sëokutch	sewëstchea	tea	akutchtse
stchomo	owëshaiyañye	kaowła	tsëpakwea
kotyetye	kaowkowëtseł	tskaah	astyeponeime
sewëstchea	mutyetsa	natse	wëshonye

Stchomo itye ëkatsa: hinome ñyeyose tinyeae eishesłai. Hinome seototsł, sko satse hinome styuitsiptyo oweisłane tea tyëya nëskasinishe. Hinome seotsotsł tskaah akutchtse tyëka, shë yoko sëo tyëë. Mutyetsa, satse ëëkoño ñyomu-tyetsaskomañyesho hinome; stchë hinome imme tawatsła hutstse tyëka.

 LESSON XX.

Ann	mēsh kope	sēokutch	hishome
Tom	mastyā	sitchu	eskawa
Tray	suña	waksh	skotsip
ĕkatskwea	tēya	him	popyowtsa

tua imme hustchĕtsa Tray. Tray imme iske
 sitehu tēya. Itye hishome sēokutch sutchatyashet-
 she hustchĕtsa Tray, sitchanische tēya? Tom thick
 Ann sityeshetaño tēya. Tēya n̄yomĕtsko hamatsa
 Tom Ann popyowtsaño tēya. Keitsho, Tray, ha-
 n̄ye showkacha hinome kwa hañye hishome itye
 n̄yomĕtsho.

Sly	kochĕno	sko	eel
hutstse	kwako	to pech	ko awatchta
kayawaŕeie	kwae	and	kaŕaka
keiyawĕĕ	weie	sekoma	kamatyetyañyekwea

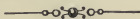
Sly itye enetchako kwac seechañyeshe. Sly
 imme iske tēya sewasho koowĕtyo. Sly itya ka-
 atcht̄yēa n̄yomĕtsko iske kochĕno ko thick iske
 waksh. Sly kaatcht̄yēa n̄yomĕtsko iske mast̄yē
 ko thick iske weyes. Sly itye kaatcht̄yēa n̄yo-
 mĕtsko iske kwako ko thick iske suña. Iske mas-
 t̄ya ko thick iske kochĕno satse natcht̄yeyakoño
 n̄yomĕtskoño Sly.

LESSON XX.



Ann fed see you
 Tom fox big with
 Tray rat cow will
 tell dog him call

It is old Tray. Tray is a big dog.
 Do you see our old Tray, the big dog?
 He is fed by Tom and Ann.
 He will run if Ann and Tom call him.
 Now, Tray, let me see how you can run.



Sly pig but eel
 man hen let peel
 met how and heel
 mud now why feel

Sly will do as he is bid. He is a pet dog.
 He will run at a pig or a cow.
 He will run at a fox or an ox.
 He will run at a hen or a rat.
 A fox or a pig will not run at Sly.

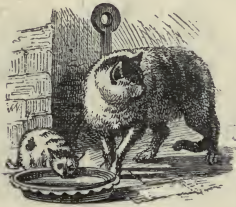
LESSON XXI.



get try but eel
 did use you feel
 can saw low heel
 mud now may peel

I saw an eel in the mud, and I did try to get it, but did not.

May I try now? No, it is of no use. It is low in the mud. You can see it; but you can not get it if you try.



let kit do are
 she am the now
 but her not why
 has bid will may

Let the cat be: she has a kit.

Do not go to her now, but sit by me.

Why may I not go to her now?

Do not ask why, but do as you are bid.

I will do as I am bid. I will not go.

LESSON XXI.

tseeina	kotsitchta	sko	eel
koeach	keiowo	hishome	kaowta
itye	kokutch	nutseaah	kataka
keiawëë	weie	itye	kojawatsja

Hinome sēokutch iskē eel eikeiyawēñyesho, shē hinome sēka keika nityase eel, sko satse ityetsaow. Itye hishome nityatye weie? Sah, satse tsētyomañō. Eel imme mame nutseaah kaah eikeiyawēñyesho. Hishome itye ñyokutchtyo eel; sko hishome satse itye nityashoñō eel pafo hishome sēka nityachoñyeko,

to pech	musa washtye	etsetch	immetsapa
she	imme	the	weie
sko	kashe	satse	sekoma
ka	tseanyekwea	kowstcheaanye	ityëëtsja

Pame musa: musa imme kowwashtye musa washtye. Pame kanichtyea musa tyēka weie, eiseapë sēpsho hinome eihowëkose, Sekoma satse itye hinome weie ñyenichtyeaskoñō musa tyēka? Satse shepëto sekoma, sko epech kwae hishome sheechanshe. Hinome ekeich kwae seechanshe. Hinome pame kanichtēa.

LESSON XXII.

kopyowkwea ityëetsa howe heyatsa nawēka
 anamatye kua sekoma mametawa nawēka
 kastchochtse kua zē kowwaa kaiatanish
 keikapinye koēshai hama kwawaa kaiatanish

Zē heityetsa eikuatsishe tyēka tyu ?

Iske kowwaa. Iske kowwaa imme eikuatsishe
 tyēka tyu.

Zē heityetsapa eikowwatsisho ?

Nawēka. Nawēka immetsapa eikowwatsisho.

Kowwaa imme eikuatsishe tyēka tyu.

Zē heityetsapa eikeiatyu nawēka ?

Keiatanish. Keiatanish immetsapa eikeiatyu
 nawēka.

Nawēka immetsapa eikeiatyu kowwaa.

Kowwaa imme eikuatsishe tyēka tyu.

~~~~~

LESSON XXII.



|      |       |      |       |       |
|------|-------|------|-------|-------|
| eat  | free  | who  | lest  | egg   |
| seat | tree  | why  | best  | eggs  |
| heat | trees | what | nest  | bird  |
| neat | spree | when | nests | birds |

What is in the tree?

A nest. A nest is in the tree.

What are in the nest?

Eggs. Eggs are in the nest.

The nest is in the tree.

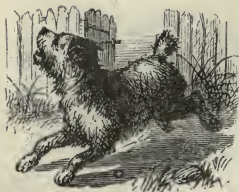
What are in the eggs?

Birds. Birds are in the eggs.

The eggs are in the nest.

The nest is in the tree.

## LESSON XXIII.



|      |      |      |
|------|------|------|
| air  | rice | rat  |
| fair | vice | rats |
| hair | nice | cats |
| pair | mice | hats |

A dog will bark and run and play.  
 A cow will give milk if well fed.  
 A hen will lay eggs on the hay.  
 A sly cat will get mice and rats.  
 A bird will sing in the tree all day.



|      |      |       |
|------|------|-------|
| cart | tree | egg   |
| bark | bird | eggs  |
| hark | sing | give  |
| mark | milk | horse |

A horse can draw the cart and man.  
 A bee will fly in the air and hum.  
 An ox or a cow will eat hay.  
 A fox will eat hens. He will eat mice  
 and rats too. Ah, the sly old fox!



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*LESSON XXIII.*

|                 |          |              |
|-----------------|----------|--------------|
| sesh̄tai        | aroz     | suña         |
| kwēme stchumuts | sotsimme | suña         |
| hachañye        | añyētse  | musa         |
| tyuetsaa        | seañu    | oshtyat̄huts |

Iske tēya itye seianowwats̄a thick komēts thick koēshai. Iske waksh itye nast̄eiko hoēne tse nowya opewekasho. Iske kwako itye ñyuweiat-soma nawēka eiashañe sewastchañye tyēka tyu. Iske kaiechoñye koweļoñyeme musa itye nityako seañu ko thick suña. Iske kaiatanish itye natsako eikuatsishe stychu setyu.

---

|               |            |         |
|---------------|------------|---------|
| kareta        | kua        | nawēka  |
| seianowwats̄a | kaiatanish | nawēka  |
| achacha       | kuyoļa     | kowooch |
| katyachañye   | hoēne      | kavayo  |

Iske kavayo itye howwe ñyeyotseko kareta thick hutstse. Iske stchomo itye ñyeko tinyeae sesh̄taiyañyeshoē shē natsako. Iske weyes ko iske waksh itye nopēko ashañye sewastchañye. Mastya itye nopēko kwako. Mastya thick itye nopēko seañu thick suña. Ah, koweļoñyeme kaiechoñye mastya.

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*LESSON XXIV.*

|             |                |           |              |
|-------------|----------------|-----------|--------------|
| Mary        | heya oponeime  | kavayo    | suesish      |
| Lucy        | keitonitsja    | keiskutse | (wa teistche |
| Kitty       | nyoakwechskoma | pëcha     | tsēmōtye)    |
| (keikapinye | (sēotsipa sa   | (satse    | keiatye      |
| koh)        | imme putcha)   | sotsimme) | kowskets     |

---

|        |               |            |
|--------|---------------|------------|
| sitchu | sēoska        | mokeicha   |
| waksh  | nowtako       | Zion       |
| kamapa | sitchu        | sityachane |
| kołots | kowetyu kosëh | kwēme tawa |

Immeja tua iske tēya, ko iske waksh, ko iske weyes? Sah; tua satse immetsaow iske tēya, ko satse immetsaow iske waksh, ko satse immetsaow iske weyes. tua imme iske mokeicha. Muh katyashe sitchu kowetyu kosëh thick sēoska. Mokeitcha itye nowtako iske hutstse. Mokeitcha itye kamapatyēa iske hutstse nyołotsko heikame katcha kamapa.

## LESSON XXIV.



Ma-ry cov-er

po-ny lit-tle

Lu-cy hov-er

bo-ny ket-tle

Kit-ty lov-er

co-ny set-tle

la-dy cov-et

ho-ly met-tle



big tail li-on

cow kill Zi-on

paw long let-ter

blow mane bet-ter

Is it a dog, or a cow, or an ox?

No; it is not a dog, or a cow, or an ox.

It is a li-on. See his long mane and tail.

The li-on can kill a man. He can kill a

man with one blow of his big paw.

Many words of two syllables are more simple than some monosyllables of three, four, and five letters.

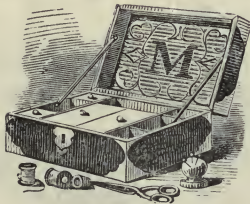
## LESSON XXV.



get six what lie  
 got you when die  
 bed mix where pie  
 sun now play fie

Get up, Lu-cy. Do not lie in bed now.  
 It is day, and the sun is up. Ma-ry got  
 up at six, and is out at play.

Up, up, Lu-cy, why do you lie in bed?  
 Get up, Lu-cy, and go out to Ma-ry.



red new the came  
 has Ann this same  
 box was that fame  
 you said then tame

Ma-ry has a new box, a big box.  
 Let us go and see it. The box is red.  
 Ma-ry said it was for her: so, Ann, it  
 can not be for you.  
 It has M on the cov-er; M for MA-RY.

LESSON XXV.

|              |         |         |           |
|--------------|---------|---------|-----------|
| tseeina      | schis   | zē      | kaaitse   |
| wa tseeina   | hishome | hama    | koshŋo    |
| eistchustche | keiasha | hatye   | seiaŋtche |
| oshatcha     | weie    | koēshai | pame      |

Epaŋyu, Lucy. Satse na sekeittyo seschatsa weie. Weie imme sechomatsa, stchē oshahatcha imme tyēčtyu thoko. Mary sēpaŋye stchis, shē imme chaŋye koēshaiya. tyuna, tyuna, Lucy, seko-ma hishome kutyekei eiŋyu kuttyeschatsa? Epaŋtyu, Lucy, shē chaŋye ēma Mary kaapsho.

|         |        |      |                      |
|---------|--------|------|----------------------|
| kukañye | natse  | the  | chaatse              |
| ka      | Ann    | ŋua  | immeē                |
| kasha   | mēsho  | wēch | saañyemasa           |
| hishome | ēkatsa | ŋaah | satse kowkutseioshow |

Mary ka iske natse kasha, iske sitchu kasha. Hañye showo hinometitch ñyokchana kasha. Kasha imme kukañye. Mary ēkatsa, kashe imme ka: ŋaah, Ann, kasha satse itye nashoño hishome. Kasha ka M eiŋyu kowŋame; M imme nasho Mary.

---

*LESSON XXVI.*

|         |        |           |
|---------|--------|-----------|
| seshłai | kite   | sēokome   |
| tēe     | kowooh | natse     |
| sitya   | eskawa | tyuitseyo |
| pitya   | hama   | shumatsa  |

Tēe imme Tom thick kashe natse kite. Tom  
 ěkatsa shumatseshe Ned tyēka, sēokutch sashe kite!  
 Hamatsa kite imme eitseshłaiyañyesho, hishome itye  
 nityatyesho kite. Ned tsēyo eskawa Tom, shě sit-  
 yatye kite. Tom komēts, shě kite tyuitseyo. Shě  
 Tom sowhoh sēokome Ned.

---

|          |         |              |
|----------|---------|--------------|
| ka       | iske    | chattye      |
| sēokutch | tyue    | oshtyatłhuts |
| mutyetsa | kokutch | nowe         |
| Ned      | natse   | suesish      |

Itye hishome ñyokutchyo mutyetsa? łua imme  
 shumatseshe Ned. Ka Ned iske tyowshtatłhuts  
 natse? Itye hishome ñyokutchtyo oshtatłhuts.  
 Ned imme eikaacho kochēno ñyokutchko katyashe  
 kochēno suedish, Hinome sēokutch kochēno kop-  
 yowkwe kwēme chupkunñye. Weie imme sho kwe-  
 me chupkunñye. Satse itye kochēno ñyomotyo wa  
 eikaacho-

## LESSON XXVI.



|      |      |         |
|------|------|---------|
| air  | kite | line    |
| here | gave | new     |
| held | with | rose    |
| hold | when | lit-tle |

Here is Tom with his new kite.  
 Tom said to lit-tle Ned, See my kite!  
 When it is in the air, you may hold it.  
 Ned went with Tom, and held the kite.  
 Tom ran, and the kite rose. Then Tom  
 gave the line to Ned.



|     |     |         |
|-----|-----|---------|
| has | one | out     |
| see | two | cap     |
| boy | saw | on-ly   |
| Ned | new | lit-tle |

Do you see the boy? It is lit-tle Ned.  
 Has Ned a new cap? Can you see it?  
 He is at the pen to see his lit-tle pig.  
 I saw it fed at one. It is now on-ly two.  
 Can not the pig get out of its pen?

## LESSON XXVII.



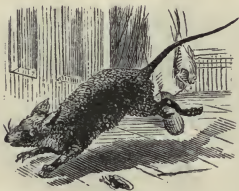
sun      see      west  
 may     how     down  
 gone    why     kill'ed  
 came    soon    set-ting

May I get my cap, Ned? We can go and see the sun set.

See, Ned, how red it is. Why is the setting sun so red?

Will it soon be down in the west?

Yes; the sun will soon set in the west.



A dog saw a rat.

A cat saw it too.

The dog ran for it, but  
 the cat got it.

How did the cat get the rat?

I will tell you. The sly old cat was hid. The rat had gone in-to a box; but it came out of it too soon.

The cat put her paw on it, and killed it.



LESSON XXVII.

|          |          |            |
|----------|----------|------------|
| oshatcha | sēokutch | yonapuh    |
| itye     | kwae     | nutseaah   |
| thoko    | sekoma   | kaowŋa     |
| chate    | hawēna   | nyusotsaŋa |

Itye hinome nitŋatye sowstyatŋhuts, Ned?  
 Hinometitch itye nutyeakwea ŋochosa nyokchintŋ-  
 chosa oshatcha nyusotsaŋa. Sēokutch, Ned, kwae  
 kukañye kaeitch kopuñye oshatcha. Sekoma im-  
 me mame kukañye kaeitch oshatcha nyusotsaŋa?  
 Hawēna oshatcha nyusoñyetaŋyo yonapuhñyeañu?  
 Ha; hawēna oshatcha yonapuhñyeañu sonyeko.

Iske tēya kokutch iske suña. Iske musa  
 kokutch suña thick. Tēya komēts nitŋyako suña;  
 sko musa sitya suña. Kwae itye musa sitya suña?  
 Hinome shope hishome. Koweŋoñyeme kaiecho-  
 ñye hustchētsa musa kwēskoma. Suña howtyupo  
 iske kasha tyēka; sko suña setyomoh hawēna ka-  
 sha tyēka. Musa titya kamapañyeya suña, shē ka-  
 owŋa suña.

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 LESSON XXVIII.

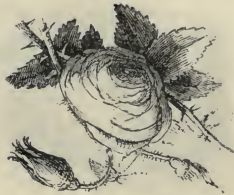
|              |                      |              |              |
|--------------|----------------------|--------------|--------------|
| komunyesho   | tseeina              | akutchtse    | hustchētsa   |
| oskeits      | amoko                | sēpakwea     | čkatsa       |
| sitcha       | kotsitch̄a           | wēshoñye     | kaish̄tai    |
| čkatsa       | (satse sēkstcheshow) | astyeponeime | kowskets     |
| kowtsutchtsa | keiāta              | sep̄ta       | kotsaiawē̄ta |

---

|                      |        |          |
|----------------------|--------|----------|
| hustchētsa           | sewasa | keiatah  |
| immeē                | pasho  | hishome  |
| amometsa             | mēsho  | cheiowoh |
| (satse sēkstcheshow) | sēka   | suesish  |

tua hustchētsa hutstse imme amometsa, thič k  
 sewasa, shē satse sēkstcheshow. tua hutstse imm re  
 sēyotseya katyashe tēya, iske suesish tēya kukañy re.  
 Mēsh meiko tua hutstse imme keika mutyetsa, i im-  
 meē hishome; sko weie imme hustchētsa, shē se-  
 wasa, shē amometsa. tua hutstse satse howe kei-  
 atchshow pasho ñyomatsēomañyesho. tua hur s se  
 ñyotsipatsēoma ñyeotseyatseomañyesho kany /ashe  
 tēya suesish.

## LESSON XXVIII.



well

find

rose

old

bell

kind

dose

told

sell

mind

nose

cold

tell

blind

hose

bold

fell

grind

pose

scold



old

sick

son

like

care

you

poor

once

take

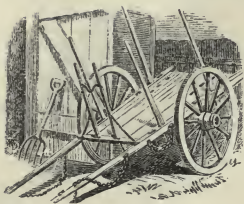
blind

must

lit-tle

This old man is poor, and ill, and blind.  
 He is led by his dog, a lit-tle red dog.  
 Once he was a lit-tle boy, like you; but  
 now he is old, and sick, and poor.  
 He has no son to take care of him.  
 He must be led by his lit-tle dog.

## LESSON XXIX.



cart this seek  
 part that meek  
 dart thou cheek  
 tart there cheeks

Do you see the new cart and the fork?  
 Is it a new cart, or is it an old one?  
 It is a new one, but the fork is old.  
 A new cart and an old fork.  
 Do you not like to ride on the cart?



lips eye doll  
 hair eyes gave  
 wax Jane small  
 blue cheeks Su-san

Lit-tle Jane Day had a new doll.  
 She went to see Su-san Page, and Su-san  
 gave her this doll.  
 It is a wax doll, and has blue eyes.  
 It has red lips and cheeks.  
 Jane has a small box to put it in.

---

LESSON XXIX.

|          |         |                |
|----------|---------|----------------|
| Kareta   | ‡ua     | sēeipat‡yekwea |
| shukasha | wěě     | tawa haño      |
| ish‡oa   | hishome | howapoñye      |
| sēpuña   | weiye   | kowawapo       |

Itye hishome ñyokutch‡yo ‡ua kareta natse thick omish‡oeye? Imme‡a ‡ua iske natse kareta, komě imme‡a ‡ua iske sowēñye kareta? ‡ua imme iske natse kareta, sko omish‡oeye imme sowēñyetsa. Iske natse kareta thick iske omish‡oeye sowēñyetsa. Satse hishome how‡yu ñyopcho kareta ‡yēka ‡yu?

---

|            |            |         |
|------------|------------|---------|
| sēmocha    | howanaanye | wak     |
| hachanye   | howanaanye | sowoh   |
| sēstchēñye | Jane       | suesish |
| kwisk      | howawapo   | Susan   |

Each Jane Day ka iske natse wak. Jane thoko kokchañye Susan Page, shě Susan sēut‡ye ‡ua wak Jane. Wak imme sēstchēñye, thick kana kwisk. Wak imme sēmocha thick kowawapo kukañye. Jane ka iske suedish kasha eit‡yu ñyetsako wak.

---

*LESSON XXX.*


---

|               |                |            |
|---------------|----------------|------------|
| skashe owañye | keitsaatse     | mutyetsa   |
| skashe        | kamaskuucheiko | kaiatanish |
| ayowstyowañye | tseeina        | sēoshētsa  |
| seokome       | skutyits       | kowshutsa  |

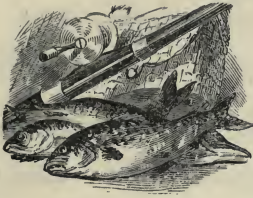
Iske skashe, iske skashe owañye, iske ayowstyowañye, thick iske seokome. Itye iske skashe neitsaatsetyo? Itye iske skashe neitsaatsetyo tyëë? Ha, iske skashe itye neitsaatseko settyu. Skashe itye neitsaatseko tyëë kwae itye iske mutyetsa komētsanshe, ko thick suesish kaiatanish kwae itye tseañanish tyëë.

---

|         |             |         |         |
|---------|-------------|---------|---------|
| of      | kotsotsʽa   | seshʽai | ʽona    |
| tsēo    | tea         | chatye  | ha      |
| stchomo | sashe       | sekoma  | hishome |
| tskaah  | nakutchʽako | keiatsa | weiye   |

Itye hishome ñyokutchtyo sowskuttye? Iske stchomo imme eikeiaka oskuttye tyëka. Sekoma howkop stchomo oskuttye tyëka? Immeʽa oskuttye natyo iske stchomo? Sah, oskuttye satse imme nakoño stchomo. Stchome howkop oskuttye tyëka kotsotsʽa tea. Kotsots stchomo shë yoko tsēo. Tsēo chatye seshʽaiyanyesho. Nakutchʽako tyëka thoko thick kotsotsʽa kashe tskaah.

## LESSON XXX.



|      |       |      |
|------|-------|------|
| net  | swim  | boy  |
| fish | swing | bird |
| pole | found | lend |
| line | round | rend |

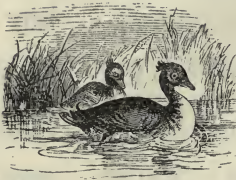
A fish, a net, a pole, and a line.  
 Can a fish swim? Can it swim far?  
 Yes, a fish can swim all day.  
 It can swim as far as a boy can run,  
 or a lit-tle bird can fly.



|     |     |       |     |
|-----|-----|-------|-----|
| of  | sip | air   | yet |
| fly | tea | out   | yes |
| bee | my  | why   | you |
| dew | bud | in-to | yon |

Do you see my cup? A bee is in it.  
 Why did the bee get in the cup? Is the  
 cup for a bee? No, it is not for a bee.  
 The bee got in-to the cup to sip the tea.  
 Sip and be off, bee. Fly out in-to the air.  
 Get in-to the bud, and sip its dew.

## LESSON XXXI.



|      |      |       |
|------|------|-------|
| air  | duck | fast  |
| fair | luck | past  |
| take | pond | swift |
| make | bond | swim  |

Do you see the duck? Can it swim?  
Can it fly too? Yes, the duck can fly  
and swim. It can fly far.

It can swim in the pond, or fly in the air.  
The duck can swim in the pond all day.



|      |      |          |
|------|------|----------|
| oak  | owl  | aft-er   |
| saw  | gun  | raft-er  |
| was  | tree | sun-set  |
| said | shot | sit-ting |

An owl was sit-ting in an oak tree.  
The owl can not see by day; but it can  
see aft-er sun-set.

A boy saw the owl, and said to a man,  
An owl is in the top of the oak.  
The man got his gun and shot the owl.



LESSON XXXI.

|                |              |            |
|----------------|--------------|------------|
| sesh̄tai       | wayosho      | hawēna     |
| kweme schumuts | kowyěě       | seatyū     |
| keiowoh        | koweiañyesho | seeí       |
| koeach         | keimatshe    | keitsaatse |

Itye hishome ñyokutchtyo wayosho? Itye wayosho neitsaatseyotyō? Itye wayosho ñyeyotyō thick? Ha wayosho itye ñyeyoko shě neitsaatseko thick. Wayosho itye ñyeyoko tyěě. Wayosho itye neitsaatseko eikoweiañyesho, ko ñyeyoko eishes̄taiyanyesho. Wayosho itye neitsaatseko eikoweiañyesho setyu.

|         |           |              |
|---------|-----------|--------------|
| hapañye | kokop     | hamasho      |
| kokutch | ocheiots  | pachama      |
| mēsho   | kua       | keispechatya |
| ěkatsa  | kocheiots | kokwea       |

Iske kokop imme eistyuka iske kuatsishe hapañye. Kokop satse itye nēkañyekweakoño sechumatse; sko kokop itye nēkañyekweako kopunye oshatcha. Iske mutyetsa kokutch kokop, shě kope iske hutstse, Iske kokop imme eistchuka kuatsishe stchu hapañye. Shě hutstse keiowoh kowcheiots shě kocheiots kokop.

---

*LESSON XXXII.*

|           |           |                 |
|-----------|-----------|-----------------|
| tyēñye    | kokutch   | kowetyumechañye |
| beer      | china     | seochawañye     |
| haweēma   | nutseae   | keiotse         |
| howepuṭṭa | koskutṭye | ēkatsa          |

O Tom, haweēma shē pokutch tyēñye. tyēñye tyēka? Sekoma, Ned, immeṭa wē iske tyēñye? Ha, wē imme iske tyēñye. Satse itye hishome ñyokutchtyomo? Satse na tyēñye imme mame kowkutseiowo thick kaiechonye? tyēñye howethok nutseae eichina nakop koskutṭye.

---

|          |          |         |
|----------|----------|---------|
| Jane     | kochacha | Sam     |
| amomatsa | eisitch  | suesish |
| keiowo   | nutsatye | keiokei |
| keiatsa  | naskeine | keiokei |

Amometsa Jane! Kashe wak imme kaowkaiotse. Suesish Sam Page imme eikeiatsa. Jane totsetch kashe wak, shē Sam Page koṭa wak. Sam Page eichokwea wak einutsatyañu; shē weie wak imme keiokei. Wak kashe kunaskeiṭoa imme yoko kaeich. Satse itye hishome ñyokutchtyo wak kunaskeiṭoa eie nutsatye?

## LESSON XXXII.



|      |       |         |
|------|-------|---------|
| deer | look  | to-ken  |
| beer | brook | sto-len |
| come | down  | bro-ken |
| some | drink | spo-ken |

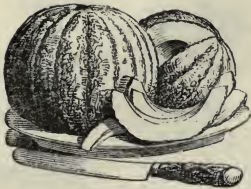
O Tom, come and look at the deer.  
 At the deer? Why, Ned, is that a deer?  
 Yes, it is a deer. Can you not see?  
 Does not the deer look wild and shy?  
 He has come down to the brook to drink.



|      |       |         |
|------|-------|---------|
| Jane | fall  | Sam     |
| poor | left  | lit-tle |
| took | floor | broke   |
| room | head  | bro-ken |

Poor Jane! Her doll is bro-ken.  
 Lit-tle Sam Page was in the room.  
 Jane had left her doll, and he took it.  
 He let it fall on the floor; and now it  
 is bro-ken. Its head is bro-ken off.  
 Do you not see it on the floor?

## LESSON XXXIII.



mel-on      fol-ly  
 fel-on      sor-ry  
 lem-on      sol-id  
 wag-on      cop-y



play      o-ver  
 clay      ro-ver  
 slay      do-ver  
 stay      clo-ver



saw      tree      found  
 lost      took      ver-y  
 nest      were      sor-ry  
 eggs      plum      seems

Has the poor bird lost her nest?  
 See how sad and sor-ry she seems.  
 Lit-tle Sam Page saw the nest.  
 He found it in a plum tree, and took it.  
 He took it for the eggs that were in it.  
 Was he not a ver-y, ver-y bad boy?

*LESSON XXXI.*

|             |              |            |              |
|-------------|--------------|------------|--------------|
| melone      | satse kosomo | koēshai    | eiyoe        |
| sotsetsetch | kotsitchŭa   | hatse      | ŭokanitchtēa |
| lemon       | keio         | kaowŭa     | dover        |
| karo        | sityachane   | hatsomasho | kopewewa     |

|             |           |            |
|-------------|-----------|------------|
| kokutch     | kua       | wa tseeina |
| keiawanishe | keiowooh  | mame       |
| kowaah      | immetsapa | kotsitchŭa |
| nawēka      | sirawě    | kokutch    |

Imme keiawanishe amooch kaiatanish katyashe kowaatsishe? Pokutch kwae kotsitchŭa thick satse sewēstchea immetsa kaiatanish. Suesish Sam Page kokutch kowaah. Sam Page tseeina kowaah eityuka kuatsishe styuka sirawě, thick chaowasha kowaah. Sam Page cheiowo kowaah nako nawēka zē immetsapa eityuka kowaah. Satse na immetsaow Sam Page iske mame, mame sa kwetŭon-yemishe each?

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*LESSON XXXIV.*

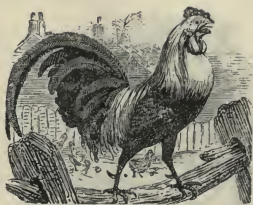
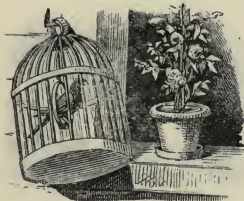
|            |               |          |             |
|------------|---------------|----------|-------------|
| owas̄ānye | { tyeeipatyē- | kwako    | } sewatow   |
|            | { kwea koh    | hutstse  | }           |
| mame-koso  | eityuotyē     | flock    | koshamats   |
| page       | iska          | dock     | kainatyētai |
| sanawanye  | naia          | aastche  | sewēstchea  |
| gage       | omoh          | kutchtyo | kotsiska    |

---

|            |        |            |
|------------|--------|------------|
| Ann        | oh     | imme       |
| pěesh      | weie   | shě        |
| kutchashe  | kwae   | sewēstchea |
| sityachane | eskawa | naia       |

Ann hishome itye pěesh kutchashe sityachane weie, shě hinometitch nohomosochooh chatye. Ann pěesh kashe sityachane, koshtyat̄hutsa, shě imme Ann komēts̄a katyashe tēya koowētyo. Ann thoko eskawa ka naia; shě kwae skwēstchēa immetsa Ann!

## LESSON XXXIV.



cage      lov-er  
 sage      cov-er  
 page      oth-er  
 rage      moth-er  
 gage      broth-er

cock      ral-ly  
 flock    sal-ly  
 dock      par-ry  
 lock      hap-py  
 rock      sap-py



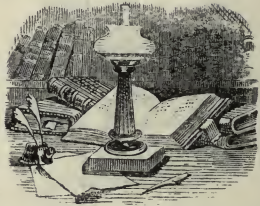
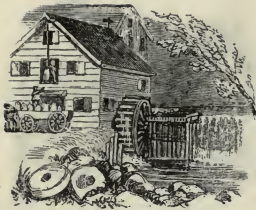
Ann      oh      was  
 shut    now    then  
 your    how    hap-py  
 book    with    moth-er

Ann, you may shut your book now, and we will go out.

Ann shut her book, put on her hat, and then she ran for her pet dog.

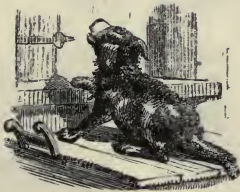
Ann went with her moth-er; and oh, how hap-py she was!

## LESSON XXXV.



mill            lace  
mills          face  
pills          pace  
hills          trace  
rills          place

light          laid  
right          paid  
sight          maid  
night          braid  
fight          a-fraid



lark          pur          lie  
bark          like          still  
hark          mat          place  
mark          puss          a-fraid

My fat pup will bark like a dog.

A dog will lie on a mat or a rug.

Puss will pur, if I place her in my lap.

She will lie still in my lap and pur.

Is not puss a-fraid of the pup? No; but she is a-fraid of the old dog.



*LESSON XXXV.*

|             |          |  |          |              |
|-------------|----------|--|----------|--------------|
| awañye      | seokome  |  | mashatsa | eipech       |
| awaañye     | hoaweñye |  | stuts    | keitsoa      |
| wawa-koťots | sastche  |  | tyeme    | makutsa      |
| skoťotse    | trace    |  | kupsh    | kowanechañye |
| sispeyaťa   | heitye   |  | koweipe  | seuchu       |

|                |              |           |
|----------------|--------------|-----------|
| lark           | katsa        | kaeitse   |
| kotseiawēťa    | koskeio      | pestcheko |
| kachachatyaya  | eistchustche | heitye    |
| kwetyumechañye | musa         | seuchu    |

Satyashe kishaťa tēya wastye itye nutseiawēťako  
 ľaah iske tēya. Iske tēya itye eitinyetyu kaeitse  
 iske seshchatsa ko thick iske washats itye kaeitse.  
 Musa itye kuyoťa, shě hinome tyushaťaawe musa  
 eistchu shaah satyashe. Musa makoko pestyeko  
 neitseko eistchu shaah satyashe shě thick kuyoťa.  
 Satse sēotshosho musa tēya washtye tyēka? Sah;  
 sko musa sēotsho hustchētsa tēya.



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 LESSON XXXVI.

|             |              |                 |                |
|-------------|--------------|-----------------|----------------|
| shoŋa-huts- | { wawashow-  | kohotsa         | { howse kaas-  |
| tse         | { chañye     |                 | { tche         |
| oŋyekona    | kowmotsŋa    | seoyasŋosŋotsŋa | pittya         |
| wetyetsatse | kochowa      | seyaawa         | pā-katchuittye |
| ŋyunamats   | koowētyo     | katittyo        | otsemastcheme  |
| pischañye   | kanaschochoe | kweichopitsŋa   | { kwēcho-      |
|             |              |                 | { kos          |

---

|            |             |               |
|------------|-------------|---------------|
| kaiatanish | tseeinokwea | kuyofa        |
| pokutch    | kochowa     | satse tsēpeio |
| koowētyo   | seaña       | kechatchoa    |
| musa       | satse tawa  | kaiyotsetsa   |

Itye hishome n̄yokutchtyo musa thick satyatye-  
mishe koowētyo kaiatanish? Haah musa tseeino  
kaiatanish, musa nówŋako kaiatanish. Musa itye  
nityako tseaña; stchě tseaña skowachawaya shě  
tseaña wēchintsekwea hinometitch tyēka. Sko  
musa satse itye sityako satyashetshe koowētyo  
kaiatanish. Kaiatanish kuyofa, shě sachatchoa  
hinometitch kayotsetse.

## LESSON XXXVI.



gan-der

heal

crip-ple

latch

pan-der

peal

dim-ple

catch

dan-der

steal

pim-ple

batch

hin-der

dear

sim-ple

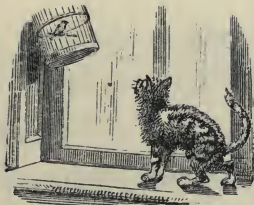
patch

cin-der

clear

rip-ple

match



bird

gets

sings

look

steal

wake

dear

mice

wakes

puss

harm

morn-ing

Do you see puss and our pet bird?  
 If puss gets the bird, she will kill it.  
 Puss may catch the mice; for they steal  
 and do us harm.

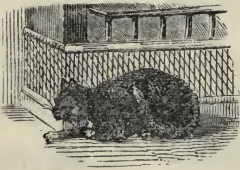
But puss must not have our dear bird.  
 It sings and wakes us in the morn-ing

## LESSON XXXVII.



|       |       |         |
|-------|-------|---------|
| peach | fine  | ly-ing  |
| beach | nice  | fly-ing |
| reach | large | fry-ing |
| teach | what  | try-ing |

O Ma-ry, do come and see the peach!  
 Is it not a nice large one?  
 Is the peach for me, or is it for you?  
 It is not for you or me. It is for Lu-cy.  
 Ah! what a fine peach Lu-cy will have.



|      |         |           |
|------|---------|-----------|
| ah   | eye     | o-pen     |
| bird | eyes    | ly-ing    |
| were | since   | mo-ment   |
| down | clos'ed | sleep-ing |

Ah! see the sly puss ly-ing down.  
 How still she is: her eyes are closed;  
 but puss is not sleep-ing.  
 A mo-ment since her eyes were o-pen.  
 If she can, she will get our bird.  
 O! do not let puss get our bird.

---

◆

## LESSON XXXVII.

|             |             |              |
|-------------|-------------|--------------|
| loraz       | sittyumishe | kwepëtyit̄a  |
| sinowts     | keikapinye  | tseat̄a      |
| tsipcheia   | sitchu      | keinit̄a     |
| skosomesh̄a | zē          | kockchinkwea |

O Mary, haweēma shë pokutch loraz! Satse na immet̄a tua iske loraz añyetse sitchu? Immet̄a tua loraz natye hinome, sko immet̄a tua loraz nacho hishome. Loraz satse imme nashoño hishome thick satse naskoño hinome. Loraz imme nako Lucy. Ah! kwae skeie añyetse loraz koëë kutcha Lucy.

---

|            |            |             |
|------------|------------|-------------|
| eie        | howanaanye | saatawe     |
| kaiatanish | howanaanye | kwepëtyit̄a |
| immetsapa  | kē         | tohatsoma   |
| nütseae    | kuuchei    | sēpei       |

Ah! muh kowe toñyeme kaiechonye musa eityu kaeitse. Kwae pestcheko immetsa musa: musa kana imme kucheie; sko musa satse immetsaow tsēpeiyo. to hatsoma musa chucheie kana imme thick styutt̄ye. Sko musa itye, musa nityako satyashetshe kaiatanish. O! satse showeañyet̄yo musa pame pitya satyashetshe kaiatanish.

---

*LESSON XL.*

|                |                  |             |
|----------------|------------------|-------------|
| wakune         | karñyëro washtye | kaaiko      |
| karawash       | shoeanatyu       | meiko       |
| maskokanishtëa | kokutch          | itye        |
| karñyëro       | to na washtye    | seiastchema |

Immeťa tua iske karñyëro komë iske karawash, komë immeťa tua iske karawash washtye? tua satse immetsaow iske karawash washtye, ko satse iske karawash. tua imme iske karñyëro. Immeťa tua iske koyowtsa karñyëro, ko immëťa tua iske to na washtye karñyëro? tua imme iske koyowtsa karñyëro. Karñyëro tsëwëyo kowashtye karñyëro washtye. Kwae kotsitchëa immetsa karñyëro.

---

|           |              |           |
|-----------|--------------|-----------|
| kowsënits | tawa         | haweëma   |
| sëoska    | sityesha     | kanishtëa |
| showooh   | howanaaänye  | kavayo    |
| mistchits | kutchtchashe | suesish   |

Hinome skotsip tua kavayo. Hinome skotsip katyashe sitchu sëoska. Hinome skotsip katyashe suedish kanaskeittyë thick katyashe kana mistchits. Haweëma, kavayo, kwëme kowsënits. Howekanishtëa. taah! hishome wë howëchëots änye kawatyëich sëoska tawa. Kutchtchashe kanaskeie imme tinyease kanaskeittyë. Weie pityesha kavayo seiastcheme katyashe shë thickina pityesha ashanye kavayo tyëka.

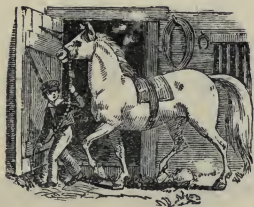


## LESSON XXXVIII.



|       |       |         |
|-------|-------|---------|
| coat  | lamb  | car-ry  |
| goat  | jamb  | tar-ry  |
| creep | looks | a-ble   |
| sheep | young | sta-ble |

Is it a sheep or a goat, or is it a kid?  
 It is not a kid or a goat. It is a sheep.  
 Is it an old sheep, or is it a young one?  
 It is an old sheep. She has lost her  
 lamb. How sad she looks.



|      |      |       |
|------|------|-------|
| trot | well | come  |
| tail | feed | move  |
| take | eyes | horse |
| dark | your | small |

I like this horse. I like his long tail.  
 I like his small head and dark eyes.  
 Come, sir, trot a lit-tle. Move. So! you  
 car-ry your tail well.  
 Your head is up. Now take him to the  
 sta-ble, and feed him.

## LESSON XXXIX.



|      |      |       |
|------|------|-------|
| one  | stop | with  |
| two  | rest | black |
| cow  | noon | white |
| plow | soon | horse |

Can the man plow with one horse?  
 He can plow with one, but he has two.  
 Ah! so he has; a black and a white one.  
 Can he plow all day? O yes; but he  
 will stop at noon to rest.



|      |       |          |
|------|-------|----------|
| boy  | milk  | bread    |
| cow  | what  | but-ter  |
| said | gives | din-ner  |
| your | which | dri-ving |

An old man met a boy dri-ving a cow.  
 The old man said, My lad, what is your  
 cow good for?

The boy said, Our cow gives milk.  
 From milk we make but-ter. We eat  
 but-ter with bread for our din-ner.

---

*LESSON XXXIX.*

|             |             |           |
|-------------|-------------|-----------|
| iske        | eiŋopech    | eskawa    |
| tyue        | koanutch    | mistchits |
| waksh       | sunatsittyu | stchumuts |
| otyeitsimme | hawēna      | kavayo    |

Itye iske hutstse iske kavayo nopotsitstyō tyēa ? Hutstse itye nopotsitsko iske kavayo, sko hutstse tyue katyatyē kavayo. Ah ! ŋaah imme hutstse ka ; iske mistchits thick iske stchumuts. Itye hutstse nopotsitstyō setyu ? O ha ; sko hutstse itye nowanachako sunatsittyeyē shē nēwanachako.

---

|             |         |                  |
|-------------|---------|------------------|
| mutyetsa    | hoēne   | pah              |
| waksh       | zē      | ishatyē          |
| ĕkatsa      | skowooh | sunatstyĕĕ nopse |
| kutchchashe | heitye  | keiapotsŋa       |

Iske hutstse hustchĕtsa kayeieityuma iske mutyetseshe keiapotsŋa iske waksh. Hustchĕtseshe hutstse ŋa ĕkatsa, zē heitye tawatsa imme kutchchashe waksh ? Mutyetsa ĕkatsa, suchatyashetshe waksh kashŋeie hoēne. ŋua hoēne hinometitch sowowechana ishatyē. Hinometitch nochape sochosa ishatyē thick pah sunatstyĕĕ nopse.

---

*LESSON XL.*

|         |            |           |
|---------|------------|-----------|
| natse   | tawatsa    | howe      |
| añyětse | sityachane | sánawe    |
| kwětse  | tawatsa    | kutchashe |
| ka      | haweēma    | sowooh    |

Haweēma, Mary, shě pokutchashe natse sityachane. Iske natse sityachane, Lucy, chutchashe hishome iske natse sityachane? O ha, shě sityachane imme skeie añyětse sityachane thick. Ha taah hishome kutcha. Howe kutyutye sityachane hishome? Kutcháname? Kwae añyeshokutch thick tawa immetsa kutcháname.

---

|         |           |            |
|---------|-----------|------------|
| hawe    | tsē nopko | tyukañye   |
| shokaka | kowēcha   | shoťa      |
| shokaka | suesish   | china      |
| kokutch | nowya     | sitch mame |

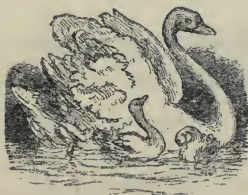
Tua imme iske shokaka eskawa katyatyemishesuesish shokaka. Shokaka immetsapa eichina. Itye hishome ñyokutchtyo shokaka? Shokaka kokutch kwětse iske shoťa; sko shokaka imme sitch mame, shě stchumuts kwae hawe. Shokaka ka sitch kowēcha thick suedish kastye. Shokaka satse tawatsaow opewe satse nopskoño.

## LESSON XL.



|      |      |      |
|------|------|------|
| new  | good | who  |
| nice | book | aunt |
| such | kind | your |
| have | come | gave |

Do come, Ma-ry, and see my new book.  
 A new book, Lu-cy, have you a new book?  
 O yes, and it is such a nice one too.  
 Ah so you have. Who gave it to you?  
 Your aunt? How kind and good she is.



|       |       |         |
|-------|-------|---------|
| snow  | food  | loose   |
| swan  | neck  | goose   |
| swans | short | riv-er  |
| looks | much  | larg-er |

This is a swan with its lit-tle swans.  
 They are in a riv-er. Can you see them?  
 The swan looks like a goose; but it is  
 larg-er, and as white as snow.  
 It has a long neck and short legs. It  
 is not good for food.

## LESSON XLI.



bird rests gloss-y  
 come ri-ses gold-en  
 wing sis-ter set-tles  
 thing pret-ty shi-ning

See! oh see this shi-ning thing!  
 It rests its gold-en, gloss-y wing:  
 Its wing so bright with gold-en light;  
 Say, is it not a pret-ty sight?

Sis-ter, sis-ter, come and see!  
 'Tis not a bird, 'tis not a bee:  
 Ah! it ri-ses, up it goes;  
 Now it set-tles on a rose.



|       |       |       |          |
|-------|-------|-------|----------|
| seal  | hear  | that  | aw-ful   |
| heal  | haste | then  | law-ful  |
| steal | waste | these | arm-ful  |
| takes | rings | those | let-ting |
| rakes | sings | there | set-ting |
| bakes | wings | thine | bet-ting |

LESSON XLI.

|            |           |               |
|------------|-----------|---------------|
| kaiatanish | kowanacha | kostchemits̄a |
| haweēma    | tyuitseyo | kochin̄nye    |
| koasa      | sakwech   | kokwea        |
| heityetse  | anyētse   | konupits̄a    |

Pokutch! oh sēokutch t̄ua imme konupits̄a poreika! Poreika kowanatcha katyashē koasa kochin̄nye thick kostchemits̄a: Katyashē koasa mame mashatsa imme mashatsa kochin̄nye; Ekatsa, imme t̄a t̄ua satse na iske ānyetse sēokutch?

Sakwech, sakwech, haweēma shē pokutch! t̄ua satse immetsaow iske kaiatanish, t̄ua satse immetsaow iske stchomo: Ah! poreika tseyo, poreika tinyeae tseyo; Weie poreika eitinyeatyu kokwea iske akutchtse tyēka kokwea.

|            |            |           |             |
|------------|------------|-----------|-------------|
| tsaaah     | sekah      | wēē       | tsē tsēocho |
| sēotseipo  | stchastchu | shē       | s̄utshe     |
| kochowa    | t̄otsetch  | t̄ua      | saakashe    |
| keiowoh    | katsa      | wēē       | eitsitch    |
| eyaskānye | kuyo t̄a   | wēē       | kopo        |
| sches̄a    | koasa      | kutchashe | kott̄yee    |

---

*LESSON XLII.*

kayawaŕeie

koyaskowasitŕa

sityepe

koŕanitch

koŕanitch

kaiyotse

keimats

hatsoma

Lark imme tinye sutchŕya tseaŕa kayawaŕeie o-shatcha, Stchomo imme howe tseaŕa; Sēe katya-she koŕanitch imme kaacheia, Eistchu sityepe kayaskowētsŕa ěkatsa.

Itye kaiatanish, shě stchomo, shě sēe, imme koŕoñyemusa, Hamatso hinome sotsimme soŕanitch? O hinome komatsanye nēputtyesinishe kaiotse tyowa, Shě sashe noŕanitchsinishe kanitch-tyea.

---

|          |              |        |              |                        |            |
|----------|--------------|--------|--------------|------------------------|------------|
| keitsoa  | sēkeishe     | sekoma | yawashtye    | seshŕai                |            |
| kokutch  | oshtyatŕhuts | howe   | sewatyo      | } kweme<br>} stchumuts |            |
| stchomo  | sityepe      | zē     | kweañukutsŕa |                        | eikowētsho |
| itye     | kokutch      | hama   | osapats      | komus                  |            |
| amoko    | sityachane   | heitye | spechatse    | stoēts                 |            |
| sēotsipa | shówēwēts    | hatye  | ŕakuts       | tsēmōtye               |            |



---

 LESSON XLII.


|        |          |
|--------|----------|
| meet   | mu-sic   |
| woods  | be-gun   |
| la-bor | morn-ing |
| du-ty  | mo-ments |

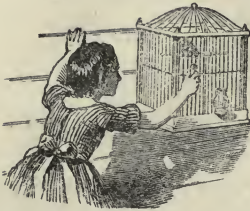
The lark is up to meet the sun,  
 The bee is on the wing;  
 The ant its la-bor has be-gun,  
 The woods with mu-sic ring.

Shall birds, and bees, and ants, be wise,  
 While I my mo-ments waste?  
 O let me with the morn-ing rise,  
 And to my du-ty haste.

---

|        |       |       |        |      |
|--------|-------|-------|--------|------|
| fees   | goods | why   | sticks | air  |
| sees   | hoods | who   | ricks  | fair |
| bees   | woods | what  | kicks  | lair |
| could  | looks | when  | picks  | leak |
| would  | books | which | nicks  | peak |
| should | hooks | where | bricks | beak |

## LESSON XLIII.



girl floor ver-y  
 bird kill'ed hap-py  
 gave a-bout moth-er  
 cage a-gain run-ning

See the girl with her bird and cage.  
 One day her moth-er gave her a bird.  
 It was run-ning a-bout the floor; and  
 a sly cat came and killed it.  
 The lit-tle girl felt ver-y sad. Then her  
 moth-er gave her a new bird.  
 Now she is hap-py a-gain.



|       |        |        |           |
|-------|--------|--------|-----------|
| air   | leak   | licks  | eat-ing   |
| fair  | peak   | ricks  | seat-ing  |
| lair  | beak   | kicks  | beat-ing  |
| hair  | weak   | picks  | heat-ing  |
| pair  | freak  | nicks  | heal-ing  |
| stair | speak  | wicks  | peal-ing  |
| chair | streak | sticks | steal-ing |

---

*LESSON XLIII.*

|            |          |            |
|------------|----------|------------|
| makutsa    | ñutsaŋa  | mame       |
| kaiatanish | kaówŋa   | sewēstchea |
| sutye      | howéko   | naia       |
| owashŋañye | thickina | komētŋa    |

Pokutch makutsa eskawa katyashe kaiatanish thick owashŋañye. Iske seie kanaja seutye makutseshe iske kaiatanish. Kaiatanish imme komētŋa natsatya; thick shě iske kaiechñye musa howethoko shě kaówŋa kaiatanish.

Suesish makutseshe imme mame kotsitchŋa. Shě kanaia seutye makutseshe iske natse kaiatanish.

Weie makutseshe imme thickina sewēstchea.

---

|                 |                  |              |             |
|-----------------|------------------|--------------|-------------|
| seshŋai         | komus            | kopēŋotsa    | kopyowkwea  |
| kwēme-stchumuts | stoēts           | sewatyo      | kokwea      |
| eikowwētsho     | tsēmōtye         | kweanukutsŋa | kotyowēsŋa  |
| hachañye        | satse-stchatshow | osapats      | kokweeishe  |
| tyuetsaa        | freak            | spetyetse    | sēotseiposo |
| watyeame        | katsa            | sēokome      | kaatsa      |
| okweañye        | kowweishots      | yowastche    | kochowaya   |

---

**LESSON XLIV.**

|           |             |            |
|-----------|-------------|------------|
| seshłai   | tsape       | tyëë       |
| stchomo   | sëe         | sëotyeshu  |
| mapañye   | tësë        | tseala     |
| weistañye | satse-shame | kopyowkwea |

Iske tēya washtye imme mēsh kopyowkwea iske weistañye tyēya. Tēya washtye kokutch iske stchomo shë iske sëe. Stchomo satsena howkwea iske nakutchłokoñyesho. Stchomo tseala seshłaiyañyeshowe. Sëe satse tsēyoño. Iske sëe satse itye tsēyatıow, sko sëe itye ñyomëtsko.

Tēya washtye sitya kamapa tyēya eityu sëe sitya. Sko tēya washtye komëts tyëë stchomo tyëka kotyeëtyë. Imme stchë stchomo mame sitchu, stchë satsena shame kwełoñyeme tēya washtye sëotyesho stchomo tyëka.

---

|                  |                  |             |
|------------------|------------------|-------------|
| kokwea           | sakwech          | wëtyitsats  |
| shame-ëetseakwea | łakaañye         | seamashło   |
| kotyowëtseł      | hutstse          | kokweala    |
| kusheitty        | sotsekwea        | kopeitsł    |
| sañuchutsł       | oyalawe          | kokweeıshe  |
| koshtıuitsho     | mamechuchananuts | sëotseipuso |

## LESSON XLIV.



|      |        |         |
|------|--------|---------|
| air  | fly    | a-way   |
| bee  | ant    | a-fraid |
| paw  | from   | fly-ing |
| dish | sil-ly | eat-ing |

A pup was eat-ing from a dish. It saw a bee and an ant.

The bee was not on a bud. It was fly-ing in the air.

The ant did not fly. An ant can not fly, but it can run.

The pup put its paw on the ant. But it ran a-way from the bee.

It was a big bee, and the sil-ly pup was a-fraid of it.

---

|          |          |          |
|----------|----------|----------|
| sit-ting | sis-ter  | an-gry   |
| fit-ting | blis-ter | hun-gry  |
| hit-ting | mis-ter  | seat-ing |
| sum-mer  | sin-ner  | beat-ing |
| hum-mer  | din-ner  | heat-ing |
| drum-mer | thin-ner | heal-ing |

## LESSON XLV.



|          |         |
|----------|---------|
| din-ner  | a-way   |
| sit-ting | to-day  |
| hun-gry  | try-ing |
| sum-mer  | mis-ter |

One sum-mer day, a hun-gry fox saw a fat hen, sit-ting on a box lid.

The sly fox said, I can get a din-ner now. But not so.

A big boy saw mis-ter fox, as he was try-ing to get the hen.

The boy ran for his gun. The fox saw the boy go for the gun.

Ah! said mis-ter fox, I can not get a fat din-ner to-day.

If I am not off, the boy may get me. So, a-way ran the fox.



|      |        |       |       |        |
|------|--------|-------|-------|--------|
| stay | wing   | that  | rives | pound  |
| clay | bring  | then  | dives | wound  |
| play | string | there | hives | ground |

LESSON XLV.

|            |              |
|------------|--------------|
| oyaławe    | tyëë         |
| kokweała   | weie         |
| seamashło  | sēołañyekwea |
| kusheittye | hutstse      |

Iske seie kusheittye, iske mastya sēyamastchishe kokutch iske kishała kwako kokweała eistchu iske kaastche kasha tyëka stchu. Mastya kaiechoñye kowełoñeme ěkatsa, hinome itye nityase opewe weie. Sko satsena łaaħ. Iske kocha mutyetsa kokutch mastya, immeë stchë mastya kotsitchła nityakonishe kwako. Mutyetsa komëts kowcheiots kaaikoia. Mastya kokutsh mutyetsa kowcheiots howe kaaikoia. Ah! ěkatsa mastya, hinome satse itye nityasinishe kishała nopsinishe weie.

Sah hinome sayokołhosëow, wëë mutyetsa ñye-einakoma hinome. łaaħ, mastya komëts yoko tyëë.

pame-na-ēma koasa wëë echina owëtyeme  
 hatse hawecheiko shë-imme { koweñyeë- { kona-  
 { stchuputs } tyume  
 koëshai sēokome weiye stchomo-kama hatse

---

 LESSON XLVI.

|                   |           |           |
|-------------------|-----------|-----------|
| hawēna            | koasa     | thickina  |
| eskaiatse         | sēokome   | tyuitseyo |
| howeputja         | konatyumo | tyuitseyo |
| kowēnyeestchuputs | hatse     | iska      |

Muh mutyetsa thick kashe natse kite. Weie kite kowēnyeestchuputs seshaiyañyeshowě.

Kite ñukamesēñuthoko hatse tyēka. O, stchě kite nowe iskaiatse koasotyē!

Kite satse itye ñyeyokoño. Epech eie noweinase iske koasa imme taah.

Shaow, keitsho imme tawa. Weie shaow keitsho hañye kite kowko itye tyu ñyeyotyō.

O ha, keitsho hawēna kite tyuitseyaja! Weie sēokome imme seio seiskwesputja.

Hishome itye tēape shě pityatyē kite. Hinome kama shě keieipatyē thickina sēokome.

---

|            |             |           |          |         |
|------------|-------------|-----------|----------|---------|
| yaka       | waksh       | pañye     | makutsa  | sitchu  |
| satchtye   | weie        | kanñye    | yaspa    | kuyōja  |
| keiatchtye | otyeitsimme | mistchits | kopewewa | stchats |



## LESSON XLVI.



|       |        |        |
|-------|--------|--------|
| fast  | wing   | more   |
| side  | string | rise   |
| some  | wound  | ri-ses |
| dives | ground | oth-er |

See the boy with his new kite. Now it dives in the air.

It will come to the ground. O, it has but one wing!

It will not fly. Put a wing on the oth-er side.

There, that will do. Now let us see if it will rise.

O yes, how fast it ri-ses! Now the string is all wound off.

You may stay and hold it. I will go and get some more string.



|       |      |       |       |        |
|-------|------|-------|-------|--------|
| corn  | cow  | sack  | lass  | long   |
| horn  | now  | back  | mass  | song   |
| horns | plow | black | grass | strong |

## LESSON XLVII.



|        |       |        |
|--------|-------|--------|
| four   | cart  | lies   |
| draw   | hard  | works  |
| sleep  | quite | drinks |
| aft-er | white | wa-ter |

An ox has two horns. He has four legs and four feet.

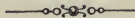
The ox can draw the plow. He can draw the cart.

He is quite strong, and works ver-y hard for man.

He has red, or white, or black hair.

He eats grass, and hay, and corn; and he drinks wa-ter.

He lies down on his side to sleep or to rest, aft-er his work is done.



|       |        |      |        |       |
|-------|--------|------|--------|-------|
| sees  | light  | glow | could  | east  |
| flees | night  | grow | would  | feast |
| trees | bright | know | should | beast |

---

*LESSON XLVII.*

|                |           |               |
|----------------|-----------|---------------|
| tyana          | kareta    | kaeitse       |
| hawe-tsēotseya | keio      | koḷanitch     |
| sēpakwea       | maēma     | kuskattyekewa |
| hamasho        | stchumuts | sits          |

Iske weyes imme tyue satchtye. Iske weyes  
imme tyana kamatyē thick tyana kastye.

Weyes itye otyeitsimme neikoiako. Weyes itye  
howeñyeotseyako kareta.

Weyes imme skeie stchats, shě weyes tawa ko-  
ḷanitch nakonishe hutstse.

Weyes imme kusěh kukañye, ko stcumuts, ko  
mistchits. Imme weyes kopyowkwe kopewewa-  
nishe, ko sewastchañye, ko yaka; shě kuska sits.

Weyes kaeitse iskeiatseñu nēpaḷako nowanacha-  
ko, hamasho seio katyashe koḷanitch.

---

kokutch mashatsa kastchotse itye yonahah  
kotyetye kupsh kēḷoñye sēotsipa pashko  
kua konuputsḷa koḷoñye enetchako atyashe

---

*LESSON XLVIII.*

|         |            |                  |           |
|---------|------------|------------------|-----------|
| yonapuh | kua        | thick            |           |
| kama    | shētyēt̄ta | kwētoñyeme      |           |
| howooh  | tawatch    | otset̄okeie      |           |
| koeach  | kōtoñye   | kaah             |           |
| keiowoh | pashoko    | kopewewa         | itye      |
| etsetch | sēpei      | sowaka-kochinñye | ēnetchako |

Muh, oshatcha imme tinyeaska.

Oshatcha tyēya sotchowamasho, oshatcha imme koeach ñyētoñyekonishe kuatsishe shě ashañye kopewewanishe.

Oshatcha komuh hañyesat̄yu, shě kopo punaminñuh.

Shě imme komunnye oshatcha, imme sechuma kaeicha; shē imme oshatcha kopunñye imme kupsh kaeitcha. Shōtoñye hishome howe oshatcha koeach? Dios koeach oshatcha. Dios thick koeach tawatch, thick seio shētyēt̄ta. Imme tawatch shētyēt̄ta tyēya kupshō howe eskawachañye mashatsa. Dios seiotse howoh eskawachañye hinomtitch seiotse stchashetshe, shě pashoskwatchoma stchēēmishe nēskonishe. Enetchana sochosa ñyewahemaskowatchomanishe ñyotset̄okeie sochosa Dios, shě otset̄okeie kashe tawa owēstcheañye.

## LESSON XLVIII.



|       |       |        |
|-------|-------|--------|
| west  | trees | al-so  |
| lives | stars | ho-ly  |
| gives | moon  | o-bey  |
| made  | know  | a-live |

|       |        |       |        |
|-------|--------|-------|--------|
| takes | keeps  | grass | could  |
| makes | sleeps | brass | should |

See, the sun is up.

The sun gives us light. It makes the trees and the grass grow.

The sun ri-ses in the east, and it sets in the west.

When the sun ri-ses, it is day; when it sets, it is night.

Do you know who made the sun? God made it.

God al-so made the moon, and all the stars. They give us light by night.

God gives us all we have, and keeps us a-live.

We should love God, and o-bey his ho-ly will.

## LESSON XLIX.



sick      what      Wil-ly  
 each      blind      a-bout  
 which      mates      Hen-ry  
 school      James      him-self

free              kept              large              thank  
 three              slept              barge              Frank

Well, Hen-ry, what do you read a-bout in your new book?

I read of three boys who went to school; James, Frank, and Wil-ly.

Each boy had a fine, large cake.

James ate too much of his cake. It made him sick.

Frank kept his so long, that it was not fit to eat.

But Wil-ly gave some of his to each of his school-mates.

He then ate some him-self, and gave the rest to a poor, old, blind man.

Which, do you think, made the best use of his cake?

---

*LESSON XLIX.*

|           |                    |        |
|-----------|--------------------|--------|
| sewasa    | zē                 | Willy  |
| howe noyo | satse sēkstcheshow | howēko |
| heittyē   | kootsekome         | Henry  |
| school    | James              | noyo   |

|         |        |                |       |
|---------|--------|----------------|-------|
| ityetsa | pasho  | sitchu         | wuē   |
| chimmeē | sēpaŋo | china oyomunye | Frank |

Shē, Henry, zē shokchanñyekwea eikeia natse kutchashe sityachane? Hinome sēokchanñyekwea chimmeē mutyetsa keisomēshŋanishē school; James, Frank, shē Willy. Noyo howe mutyetsa keisheme iske tawa, sitch nopskonishē. James mame nowya kope kāshe tawa nopskonishē. Shē imme heya sewasa James. Frank eiskocha kashe mame meiko, shē satsena tawatsa nopskonishē. Stchē Willy seio kwawanachañye kwatsekomishē eie keisomēshŋanishē school. Shē Willy noyo kope ŋo kwēme, shē sēochañye iska mina hustchētsa hutstse, amometseshe, shē satse sēkstcheshow. Heitye, shineichañye hishome, mame tawa etsetch kashe tawa opewe?

---

*LESSON L.*

|             |           |         |
|-------------|-----------|---------|
| seiaſtche   | ĕkatsaņye | sakwech |
| keikapinņye | nowe      | koſoņye |
| etsetch     | katsa     | kokwea  |
| ĕkatsa      | sĕotsipah | Edward  |

Sakwech Mary, Muh pokutch Fido. Fido imme eistyuka kokwea, shĕ kanaskeityu kowko iske oshyatſhuts. Satse na tĕya kwae iske suesish mutyetsa each eityu okweaņye? ſua imme nowe Fido. Itye hinome nowpĕſa tĕya nachape howpa hinometitch weie? O ha; popĕſa tĕya nachape howpa hinometitch! Fido, hinometitch imme nuchape sochosatshe iske mame anyĕtse kochĕno nuchape sochosatshe. Itye hishome nopĕcho iske yakuchanye howpa hinometitch? Hishome itye natcho kwĕme suesish seiaſtche, thick. Tĕya satse iske putſa kwakutsaow. Fido satse itye katsaow immeĕ hinometitch suchatseyatshe. Sko tĕya ityetsa tseyah imme itye enetchakonishe sĕotſepatsha sĕņyemasatshe. Edward imme ĕka mutyetsa. Eka tĕya imme Fido.



## LESSON L.



pie word sis-ter  
 nice on-ly known  
 does speak sit-ting  
 says wants Ed-ward

Sis-ter Ma-ry, do look at Fi-do. He is sit-ting up, and has a hat on.

Does he not look like a lit-tle boy in the chair? It is on-ly Fi-do.

Shall I ask him to dine with us to-day?

O yes; do ask him to dine with us!

Fi-do, we are to have a ver-y nice pig for din-ner.

Will you take a rib with us? You can have a bit of pie, al-so.

He says not a word. Fi-do can not speak as we do.

Yet he has ways by which he is a-ble to make his wants known.

Ed-ward was the name of the boy.

The name of the dog was Fi-do.

## LESSON LI.



goes a-ny cru-el  
 fight li-on ti-ger  
 night young call'ed  
 sheep strong al-most

cave sleep find . beast live  
 caves sleeps finds beasts lives

The Li-on lives in dark caves. It sleeps there all the day.

At night it goes out to find food. In the day it goes back to its cave.

It can kill an ox, or a sheep, or a ti-ger, or a man.

It can kill al-most a-ny thing it can find.

The Li-on will not eat a-ny thing that it finds dead.

It is not cru-el, but will fight for food, or for its young.

It is so strong, that it can kill al-most a-ny oth-er beast.

It is called the King of Beasts.

*LESSON LI.*

|           |               |                |
|-----------|---------------|----------------|
| kanichtēa | heitye        | sityowañyekwea |
| koweiko   | mokeitcha     | tiger          |
| kupsh     | to na washtye | saapyowtse     |
| karñyëro  | stchats       | suttya         |

konañaiyoma sēpakwea tseeina atyash sama  
 konañaiyoma tyēpakwea tseeinokwea atyash kaah

Mokeyitcha imme kowoooh konañaiyoma samistchits. Mokeyitcha sēpa to konañaiyoma sittiyomana. Noyachomana mokeyitcha kanichtēa seeipatyekwea nopekonishe. Imme sechuma mokeyitcha thickina konañaiyoma sotsa. Mokeyitcha itye nówako iske weyes, ko iske karñyëro, ko iske tigar, ko iske hutstse. Mokeyitcha itye nówako suttya heitye zē itye ñyeeinako. Mokeyitcha satse nopekoño heitye tseeinow shomotsa. Mokeyitcha satse sotsnēchakoño, sko mokeyitcha sēka nówako nopekonishe tyēya, stchě thick nako keiatchtyemishe tyēya. Mokeyitcha imme skeie stchats, stchě itye nówako suttya heitye iska atyashe. Mokeyitcha imme stchě ěka hochinye atyashe tyēka.



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*LESSON LII.*

|           |            |         |              |
|-----------|------------|---------|--------------|
| keikeiame | sēkeipe    | hamasho | stchinatsapa |
| pit̄a     | tyëimmetsa | sakwech | kotsitch̄a   |
| kokwea    | koso       | kow̄toe | tsēamsh̄o    |
| kwēchokos | sitya      | omo     | heitye zē    |

*Henry.* O Mary! hinome weie sēokutch iske suña sitchu eie kwametsa; shě hustchētsa Nero immeě kotsitch̄a nityakonische suña.

*Mary.* Shě titya tēya suña?

*Henry.* Sah, sakwech, Nero satse sityako, sko musa sitya sn̄a.

*Mary.* Satyashe musa?

*Henry.* Sah; immetsa koyowtsa musa.

## LESSON LII.\*



|       |        |          |            |
|-------|--------|----------|------------|
| latch | li'ed  | aft-er   | e-ven      |
| catch | tri'ed | sis-ter  | sor-ry     |
| hatch | taught | suf-fer  | hun-gry    |
| match | caught | broth-er | some-thing |

*Henry.* O Ma-ry! I just saw a large rat in the shed; and old Ne-ro tried to catch it.

*Mary.* And did he catch it?

*Henry.* No, sis-ter, Ne-ro did not, but the cat did.

*Mary.* My cat?

*Henry.* No; it was the old cat.

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\* Too early attention can not be given to Emphasis. It is during the first year at school that those habits of drawling and monotony in reading are formed, which teachers find so much difficulty in correcting, when the pupil has advanced to the higher classes. This and the following lessons will be found to furnish excellent *drill exercises* in Emphasis.



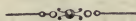
*Mary.* O, how did she get it? Do tell me: did she run aft-er it?

*Henry.* No, sis-ter, that was not the way, Puss was hid on the top of a big box, in the shed. The rat stole out; and, pop, she had him.

*Mary.* Poor rat! It must have been ver-y hun-gry, and came, no doubt, to get some-thing to eat.

*Henry.* Why, Ma-ry, you are not sor-ry Puss caught the rat, are you?

*Mary.* No, broth-er, I can not say I am sor-ry she caught the rat; but I do not like to see e-ven a rat suf-fer pain.



|         |          |        |          |
|---------|----------|--------|----------|
| ze-ro   | al-so    | liv-er | o-ver    |
| he-ro   | al-ter   | riv-er | ro-ver   |
| Ne-ro   | al-most  | giv-er | clo-ver  |
| a-way   | al-ways  | ev-er  | dro-ver  |
| a-bout  | sis-ter  | lev-er | oth-er   |
| a-bove  | blis-ter | sev-er | moth-er  |
| a-round | mis-ter  | nev-er | broth-er |



*Mary.* O, kwae itye musa sitya suña? Sëka kope hinome: shë tyomëts musa hamasho suña nityatyo?

*Henry.* Sah, sakwech, t̄ua satse immetsaow. Musa kwëskoma eityu iske kasha sitchanische, eie kwametsa. Suña nyomoko chatye nyomëtsko; shë, t̄o heikame, muse sitya suña.

*Mary.* Amoooh suña! Keimats suña huts skeie nëamash̄oko, shë howetsthoko, keimats, seeipatyekwea zë heitye nopekonische.

*Henry.* Sekoma, Mary, sah hishome shotsitch̄a stchë musa sittyā suña, imme hishome shotsitch̄a?

*Mary.* Sah, skowa, hinome satse itye ënatsaskoño sah t̄osowëstcheyanshe shë imme musa sityatshē suña; sko hinome satse nyokutchskoño ko iske suña kunat̄yume.

|          |          |                |              |
|----------|----------|----------------|--------------|
| zero     | thick    | ënañye         | eityu        |
| kowskets | naname   | china          | t̄okanishtëa |
| Nero     | suttya   | sowoh          | kopewewa     |
| yohatye  | t̄akañye | sityotse       | keichotsea   |
| howëko   | sakwech  | okatsimme      | iska         |
| tinyeae  | t̄akañye | kowshutt̄yetsa | naia         |
| shoyana  | hütstse  | satse-hama     | omo          |

---

**LESSON LIII.**

|           |          |             |              |
|-----------|----------|-------------|--------------|
| koēshai   | kamastye | keitsaatse  | { mame       |
|           |          |             | { hustchētsa |
| howēko    | yae      | koeach      | Willy        |
| eskawa    | koats    | oyestyecome | Katy         |
| zē heitye | sutchtya | suesish     | Carry        |

Willy, Katy, shē Carry immetsapa howpa ka naia eie tseañyeko sutchtya.

Itye hishome ñyokutchtyo Willy? Itye hishome ēnatsatcho ñyopētyuma zē kaikoiya kastye shume-kawaya?

O ha, hinome ñyokutchse Willy. Satse na chei-koiya Willy iske oyestyekome kamastyenyēa? tua imme kokutch kwa iske oyestyekome.

## LESSON LIII.

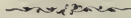


|      |       |       |        |
|------|-------|-------|--------|
| play | hand  | sails | old-er |
| near | sand  | made  | Wil-ly |
| with | wood  | spade | Ka-ty  |
| what | shore | small | Car-ry |

Wil-ly, Ka-ty, and Car-ry are with their mam-ma at the sea-side.

Do you see Wil-ly? Can you tell what he has in his right hand?

O yes, I do see him! Has he not a spade in his hand? It looks like one.



He has a spade in his hand; a small spade, and it is made of wood.

A spade made of wood! Pray, of what use is a spade made of wood?

It is made to play with. There is sand at the sea-side. Wil-ly can dig in the sand, with his lit-tle spade.

Ka-ty has a spade, too. Do you not see it? It lies near her on the sand.

She has laid it down to look at the ship. Can you see the ship? Do you see how fast it sails?

Soon it will be out of sight. Then Wil-ly, Ka-ty, and Car-ry will go home.

Wil-ly is old-er than Ka-ty, and Ka-ty is old-er than Car-ry.



|        |        |       |         |
|--------|--------|-------|---------|
| right  | found  | wade  | old-er  |
| light  | sound  | made  | bold-er |
| sight  | hound  | blade | cold-er |
| night  | bound  | spade | hold-er |
| bright | ground | shade | mold-er |



Willy imme kaikoiya iske oyestyekome kamash-  
 tyēnyēa ; iske suesish oyestyekome, shě tua imme  
 oyestyekome koeach koats. Iske oyestyekome  
 koeach koats ! Sekoma, zē nēiyotyō iske oyestyē-  
 kome koeach koats ? tua oyestyekome imme ko-  
 each toma oēshaiañye. Weie imme yae howēko  
 sutchtya tseañyeko. Willy itye newsotsko yae  
 tyēka, kowyestyekome suesish tyēya. Katy thick  
 kaikoiya iske oyestyekome. Satse hishome itye  
 chokutch oyestyekome ? Oyestyekome eisitch  
 howēko katye yae tyēka. Katy añutsitch oyes-  
 tyekome n̄yokutchkonishe tyēya china oyomunye.  
 Itye hishome n̄yokutchtyō china oyomunye ? Itye  
 hishome n̄yokutchtyō kwae hatsomako china oyo-  
 munye neitsaatseko ? Hawēna china oymunye  
 thoko satse na itye skokutchow. Shě Willy, Katy  
 shě Carry sēko katchuittyeaēse. Willy imme ma-  
 me hustchētsa tua Katy tyēka, shě ētyu Katy im-  
 me mame koyowtsa Carry tyēka.



|           |         |             |                |                 |
|-----------|---------|-------------|----------------|-----------------|
| stuts     | tseeina | keiyastyē   | taatsēso       | mame-hustchētsa |
| mashatsa  | katsa   | koeach      | satse-immekoñō |                 |
| thēkstche | tēya    | hēske       | mame-keishtai  |                 |
| kupsh     | koťotsa | oyestyekome | eiatyatyē      |                 |
| konuputsa | hatse   | konasputtye | kowētyitja     |                 |

*LESSON LIV.*

|             |               |              |       |
|-------------|---------------|--------------|-------|
| tama        | keiashattyeŋa | nowe         | Jane  |
| hastyeeñye  | howkasho      | satse-hama   | Cora  |
| kokchinkwea | itye          | koso         | Mary  |
| kakah       | chimmeë       | sityotse     | Lucy  |
| naskeine    | mame          | eiskutchañye | Nelly |

Iske, tyue, chimmeë, tyana, tama. Tama  
makutsapa suesish, seio stchana hēmatsapa; Cora,  
Mary, Nelly, Jane, shë Lucy.

Satsena imme añyettyeshe masecha makutsapa?  
Kwae tawatsapa shë sewowstchea immetsapa.

## LESSON LIV.



|      |       |           |        |
|------|-------|-----------|--------|
| five | spell | on-ly     | Jane   |
| foot | class | nev-er    | Co-ra  |
| read | shall | read-er   | Ma-ry  |
| hear | three | al-ways   | Lu-cy  |
| head | quite | stand-ing | Nel-ly |

One, two, three, four, five. Five lit-tle girls, all of the same size; Co-ra, Ma-ry, Nel-ly, Jane, and Lu-cy.

Are they not pret-ty lit-tle girls? How clean and sweet they look.



Lit-tle Co-ra is at the head of her class. See, she is stand-ing up, read-ing to her teach-er.

Shall I tell you why she is at the head?

She al-ways knows her les-son, and nev-er comes late to school.

How old do you think these girls are? They are on-ly six, but they can read quite well in the FIRST READ-ER.

Lu-cy is at the foot of her class now. Last week she was at the head.

One girl can stay at the head a week, if she does not miss.

Was not Lu-cy a good girl to stay at the head a week?

These are all good girls. Will you not try to be good like them?

If you are good, all who know you will love you. God loves good girls.



|       |        |         |          |
|-------|--------|---------|----------|
| clean | these  | les-son | teach-er |
| sweet | school | pret-ty | read-ing |



Suesish Cora imme yañye kwatsekomishe. Muh, Cora imme eiskutchañye, kwakchinkwea kokchinkwea seisomeshťanshe.

Ñyewapěchawatchoma hishome kwae Cora itye yañye? Cora sityotse koťoñye kashe sityachane, shě satse hama chupkunñye howethoko keisomeshťansho. Hatso kusheittye ěšho hishome tēe nowa-asonishe ťua makutsapa? Makutsapa imme nowe stchis kusheittye seħh, sko makutsa itye shame kwakchinkweana imme Seia Sityachane.

Lucy imme mame nutseatsa immetseshe weie. Lucy weie iska domēko sēatt'yotshe imme yañyetsa.

Iske makutsa itye immenaťako eiyañye iske domēko, sko satse eitchuma iske heitye zē.

Satsena immeťa Lucy iske tawa makutsa imme eiyañye iske domēko?

ťua seio imme tawa makutsapa. satsena che-eina hishome heya tawa ñuťashonish kwa hatsomako tawatsapatche? Nowe hishome tawakuťaow, seio haño kut'yinyemasastche hishome mame amioñyemasa kutchaamasa hishome. Dios mame tawa etsetch nako seio tawa makutsapa.

seoyastcheme ťua lesson seiasomeshťa kweche keisomeshťañyesho anyetse kokchinkwea

---

*LESSON LV.*

|         |            |             |             |
|---------|------------|-------------|-------------|
| muh     | sēotse     | katyekweasu | keisomeshṭa |
| amome   | kowweiañye | itye        | kaiyowo     |
| shomo   | wēiye      | kakah       | nashtēa     |
| eskawa  | hama       | Frank       | sityotse    |
| kowkēne | mame-eko   | Brown       | zē-heitye   |

Muh, pokutch, satse immeṭa ṭua Frank Brown?  
Zē sekoma howesthoko Frank Brown ṭyēka?

Amooh each imme koshṭo. Frank imme hakē  
thoko kosomeshṭansho, shē iske each sakweṭoñye-  
mishe kayawaṭeie, shē ṭatskwea :

## LESSON LV.



|      |       |        |         |
|------|-------|--------|---------|
| look | lead  | cri'ed | school  |
| poor | pond  | could  | ta-ken  |
| dead | there | heard  | pa-rent |
| with | when  | Frank  | al-ways |
| kind | loves | Brown  | mat-ter |

Look, look, is not this Frank Brown?  
What can be the mat-ter with him?

The poor boy is dead. He was on his way to school, when a bad boy met him, and said:

“Come, Frank, go with me to the pond.” “O no,” said Frank, “I can not; I must go to school.”

But the bad boy told him it was not time to go to school. So Frank went with him to the pond.

Do you see the bad boy? He stands by the side of the man.

Frank fell in-to the pond, and the bad boy could not help him out.

He cried, “Help, help!” A man heard him, and ran to the pond. But when he got there, poor Frank was dead.

What will his pa-rents do when he is ta-ken home dead?

Do not stop to play on your way to school. Do not play with bad boys. They will lead you in-to harm.

---

|        |        |         |          |
|--------|--------|---------|----------|
| their  | game   | skate   | bri-dle  |
| theirs | games  | skates  | bri-dles |
| stand  | shame  | school  | pa-rent  |
| stands | shames | schools | pa-rents |

Haweēma, Frank, stchěēiyo hinome kowweia-  
 n̄yeshoē." "O sah," ěka Frank, "hinome satse  
 itye; hinome sōnyese sěka sosomeshġan̄yeshoe."

Shě sakweġōnyemishe each ěġatskwea satse na  
 sityěkaiechow sōnyekonishe skosomeshġanshoe.  
 ġaah shě Frank soġyo tyeyo sakweġōnyemishe each  
 kowweian̄yeshoē. Itye hishome n̄yokutchtyo sa-  
 kweġōnyemishe each? Imme eihowěkose kutcha-  
 n̄ye hutstse těka. Frank tyochacha eikowweia-  
 n̄yeshoēn̄u, shě sakweġōnyemishe each satse itye  
 stchuttyoko Frank. Shě tyuskeitsa sakweġōnye-  
 mishe each, "komatsanye tyanaġa, komatsanye  
 tyanaġa!" Iske hutstse chaka kutskeitsanische,  
 shě tyoměts kowweian̄yeshoē. Sko howo satsinye  
 hutstse, měsho amooch Frank imme stchoshġo.

Kwae natsako kanashtěa kanaia minashoh sho-  
 mo kama howěse saeikoġye?

Hishome pasho sěka sonyesho shosomeshġansho.  
 Hishome satse hama noěshaiashoño sakweġn̄ye-  
 mishe each tyěka. Shě sakweġōnyemishe each  
 sotsimme howetsōnyeko hishome těka,

|            |                |                   |             |
|------------|----------------|-------------------|-------------|
| kashe      | koěshai        | skete             | oġyekeiame  |
| kashe      | kowawěsheityěa | skates            | oġyekeiame  |
| tyukuġatyu | sěotsho        | keisomeshġanyesho | kanashtěa   |
| tyukuġatyu | sawatsho       | keisomeshġanyesho | { kanashtěa |
|            |                |                   | { kanaia    |

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*LESSON LVI.*

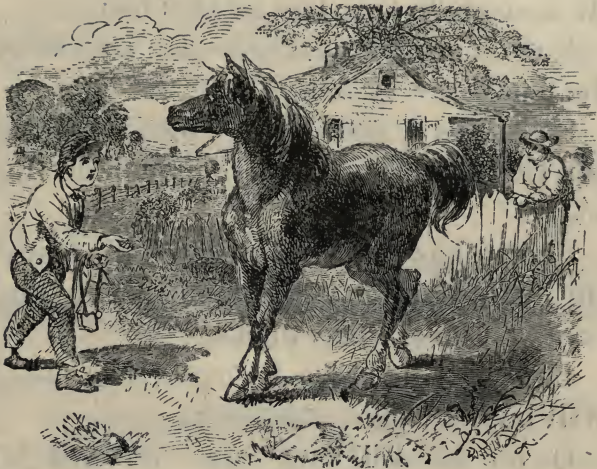
|                 |           |            |            |
|-----------------|-----------|------------|------------|
| sitchu          | pitya     | sitchu     | kavayo     |
| ěka             | tokuts    | katchuitye | otyekeiame |
| tyēyoskuttie    | mistchits | konuputsja | nashtëa    |
| kowtsetokeitshe | soyanaka  | George     | sekoma     |

Muh tja kavayo tawa aňyětse ! Eka kavayo  
imme Jack. Satse kavayo mame misttyitye shě  
tokuts.

Kavayo itye kowsinits, shě n̄yeinichtēako, shě  
n̄yomētsko. O, kwae hawēna kavayo itye n̄yo-  
mētsko !

Satse kana tyēya tyacha thick chunuputsja ?  
Satse imme sitch tyēyoskuttie ?

## LESSON LVI.



|        |       |        |          |
|--------|-------|--------|----------|
| long   | catch | large  | po-ny    |
| name   | sleek | house  | bri-dle  |
| mane   | black | bright | fa-ther  |
| lov'ed | fence | George | be-cause |

See this fine po-ny! His name is Jack. Is he not black and sleek?

He can trot, and pace, and run. O, how fast he can run!

Are not his eyes large and bright? Has he not a long mane?

The name of this lit-tle boy is George. He and his fa-ther live in this house.

Do you see his fa-ther? He stands by the fence.

George is a good boy. When he was ten years old, his fa-ther gave him this po-ny.

George has come out to catch his po-ny. He holds out his right hand to him, and says: "Come, come, Jack!"

But will Jack let George catch him? Will he not run?

O no, he will not run; he will let George catch him. See, he looks at George and does not run.

Did you ev-er ride on a po-ny? It is fine sport.

Do you see the bri-dle George holds in his left hand?

He will put it on his po-ny. Then he can take a ride.

George is kind to Jack, and Jack loves him, be-cause he is kind. The kind and good are al-ways loved.



Eka tua mutyetsa suesish imme George. Mutyetsa thick kanashtēa kowooh tua katchuittye.

Itye hishome nyokutchtyo kanashtēa? Kanashtēa imme howēko kushtye kutchañyeka.

George imme mame tawa mutyetsa. Imme George kuts kusheitye kaape, kanashtēa seutye tua kavayo patyatseoma.

Howetsthok George nityako katyashe kavayo. Imme George howkowta shome kavayo kamashtye, shē ēkatsa: "toeēma, toeēma, Jack!"

Shē itye Jack nōwttyetyo George tyēka? Satse nyotyetchtyo nyomētstyō kavayo?

Sah, kavayo satse nyotyetchkoñō nyomētskoñō; kavayo ēko George nityaseōmanishe. Muh, kavayo sēokutch George shē satse kotyettyo komētso.

Hishome hama tyu chokwea kavayo tyēka stchu? tua imme mame tawa kowēshaiyañu.

Hishome itye nyokutchtcho otyekeiame kamashtye ishshuya kaikoiya George?

George seutyekeio tua otyekeiame katyashe kavayo. Shē George tyu kokwea katyashe kavayo tyēya.

George imme amoko katyashe Jack, shē Jack mame amoko George, stchē George imme mame tawatsa kavayo tyēka. Stchē howe tawa hutstse koh amoñyoko zē kashe katyashe seio thick kashe katyashe amoñyomatseoma.

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*LESSON LVII.*

|            |          |          |            |
|------------|----------|----------|------------|
| tyana      | katsa    | tseeina  | satse-hama |
| kaiatanish | totsetch | hatye    | sewēstchea |
| kowwaah    | sittyā   | sotsetch | satyumo    |
| kwah       | keiots   | koso     | sekoma     |

*Fanny.* O, satyumo, eika iske mame añyětse kaiatanish! ěshoño kotchowēstcheaño ñyotyatyetyoma hinome kaiatanish.

*Henry.* Hatyeka, sakwech? Hinome satse itye ñyokutchskoño kaiatanish. Zē kwetse imme tua kaiatanish?

*Fanny.* Hinome satse skoñyemo zē kwetse imme tua kaiatanish, sko tua kaiatanish imme mame añyětse shě natyase hinome natse weistañye tyēka tyu nokse.

## LESSON LVII.



|      |       |        |          |
|------|-------|--------|----------|
| four | chirp | found  | nev-er   |
| bird | leave | where  | hap-py   |
| nest | touch | wrong  | broth-er |
| such | break | taught | be-cause |

*Fanny.* O, broth-er, there is such a pret-ty bird! Please get it for me.

*Henry.* Where, sis-ter? I do not see it. What kind of a bird is it?

*Fanny.* I do not know what kind of a bird it is, but it will be so pret-ty for my new cage.

*Henry.* O, I see it now. We have made it leave its nest. Do you not see its nest?

*Fanny.* O yes, I do. There are eggs in it. We will get the nest, and the eggs too.

*Henry.* No, sis-ter, we must not touch the bird, nor the nest, nor the eggs.

*Fanny.* Why, broth-er? I would so much love to have them all.

*Henry.* But it is wrong to rob a bird of its nest. This bird loyes to fly in the air, and make its nest in the trees.

*Fanny.* Then, broth-er, I do not want the eggs. I did not know it would be wrong to take them.

*Henry.* It is wrong, sis-ter, to harm the pret-ty birds. We should nev-er think of them but to love them.

God made the lit-tle birds to sing,

And flit from tree to tree;

'Tis He who sends them, in the spring,

To sing for you and me.

*Henry.* Shě, hinome sēokutch kaiatanish weie. Hinometitch satsotsinñyēya sē sēyo kowwatsa kaiatanish. Hishome satse itye chokutch kowwatsa?

*Fanny.* Hēma, hinome sēokutch. Eikowwatsa tyu seēh nawēka. Shě nowatyow kowwatsa thick nawēka.

*Henry.* Sah, sakwech, satse itye hinome nityaṭa skosatyā kaiatanish, ko thick satse kowwatsa, ko thick satse nawēka.

*Fanny.* Sekoma, satyumo? Hinome mame skotsipa natyasinishe mame ṭua seio.

*Henry.* Sko mame satse tawa saow nochowaskonishe kowwatsa iske kaiatanish. ṭua kaiatanish mame añyēko ñyeaṭakonishe seshṭaiyañyesho, shě thick nowaakonishe kuwatsa tyu.

*Fanny.* Shě, satyumo, hinome satse styotsipatyō nawēka. Hinome satse skoṭoñyemo satawatyesheshe skeiatyako skweatyew nawēka.

*Henry.* Imme satse tawa, sakwech, heya sotsñyechaskonishe añyēputtye kaiatanish. Satse hama itye natsotsitchṭa skosatyō sotsimme kaapsho kaiatanish tyēka.

Dios koeach kaiatanish heya natsakonishe,

Shě ñyeyoko iske kuwatsa ko isk kuwatsa ;

Imme Dios howēse kaiatanish, keitshotseyāṭa,

Heya natsako shotsinñēya ko thick sotsinñyēya.

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*LESSON LVIII.*

|         |                  |           |             |
|---------|------------------|-----------|-------------|
| kuskeio | tyukoŋotsŋa      | eiyānyese | haweme      |
| amoko   | koēshai          | mashatsa  | añyětse     |
| amoko   | kokutch          | karñyero  | howetsthoko |
| sa      | karñyero-washtye | hapostche | sekoma      |

Iske karñyero shě katyashe karñyero washtye.  
Kwae mame añyětse shokutchow!

Satse hishome amocho iske suesish karñero  
washtye? Satse hishome shotsipa iske karñero  
washtye sewasho?

Nowēchako iske karñero washtye anyětse sewa-  
sho?

## LESSON LVIII.



|      |      |        |          |
|------|------|--------|----------|
| like | skip | front  | snow-y   |
| love | play | light  | pret-ty  |
| fond | sees | sheep  | com-ing  |
| have | lamb | fleece | be-cause |

A sheep and her lamb. What a pret-ty sight!

Do you not love a lit-tle lamb? Would you not like to have one for a pet?

What, a lamb for a pet? Does a lamb make a nice pet?



This lamb is on-ly a few weeks old; but it can run, and skip, and play.

The sheep, or dam, takes good care of it. See how close she lies to it. Does she not seem to love it?

She does love it. She does not like to have it out of her sight.

If she sees a dog com-ing near her lamb, she will run in front of it. Do you know why?

Some dogs kill lit-tle lambs. They will kill sheep too. But sheep can keep the dogs off: the lambs can not.

Would you not feel sad to see a dog kill this lit-tle lamb?

O, what a pret-ty, pret-ty sight,  
 To see a lit-tle lamb,  
 With snow-y fleece, so soft and white,  
 At play, be-side its dam.



|       |       |       |          |
|-------|-------|-------|----------|
| see   | dam   | leap  | be-side  |
| sees  | dams  | leaps | be-sides |
| seem  | lamb  | take  | be-tide  |
| seems | lambs | takes | be-tides |



Tua karñyero washtye mina sho iske tyue domēkoka; sko imme itye ñyomētsko, tyunototsaka, shě noēshaiko. Karñyero, kanaia, mame pashoseoma karñyero washtye. Muh mame howēko kanaia tyēkaka. Mame amoko karñyero kowwashtye? Ha hēma mame amoko karñyero kowwashtye. Satse sēotsipatty kowwashtye tyēē ñyenichtēakonische. Karñyero kokchaño iske tēya howetsthoko kowwashtye tyēka, shě karñyero hakēh ñyomētsko yanye kowwashtye tyēka pashoñyoko. Shofoñye hishome sekoma? Shě mēka tēya koowachtēya karñyero washtye imme heya. Tua mēka tēya koowachtēya karñyero thick. Ko thick karñyero itye noyo pashonoko tēya tyēka: sko satse itye karñyero washtye.

Satse hishome chotsitchta shokchow iske tēya kaowta tua karñyero washtye.

O, kwae anyetse, anyetse shokutchow,

Okchañye karñero washtye suesish,

Hapostche koseñyeshe hawēme, mame washats shě stchumuts

Koēshai, howēko kanaia tyēka.

|            |                     |         |                |
|------------|---------------------|---------|----------------|
| sēokutch   | naia                | sofotsa | howēko         |
| kokutch    | naiatyemishe        | kofotsa | howēko         |
| sēokutchow | karñyero-washtye    | satyah  | zē-howetsēyo   |
| skokutchow | karñyero-washtyitch | katyah  | zē-howetsthoko |

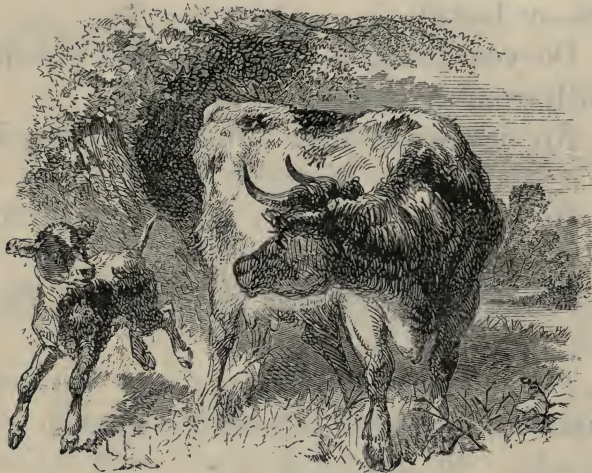
*LESSON LIX.*

|               |             |             |               |
|---------------|-------------|-------------|---------------|
| waksh-washtye | seio        | itye        | waksh-washtye |
| stchatchu     | kutchtyashe | pitya       | sēotsho       |
| tua           | showētse    | sineichañye | howčko        |
| nowya         | kaikoīyaña  | kopeits     | howēko        |
| sineichane    | wěě-haño    | skotsipa    | seiasomeshťa  |

Hamasho lesson ěkatsa iske karñyero ko iske karñyero washtye. Tua lesson imme ěkatsa iske waksh ko thick kowwashtye waksh washtye.

Muh waksh ko kowwashtye. Chineichañye hish-ome tua waksh ko kowwashtye immeĕh aňyětse kwae karñyero ko karñyero washtye?

## LESSON LIX.



|       |      |        |          |
|-------|------|--------|----------|
| calf  | last | could  | bos-sy   |
| fast  | your | touch  | a-fraid  |
| this  | hook | guess  | a-bout   |
| much  | wear | strike | to-ward  |
| think | them | would  | teach-er |

The last les-son was a-bout a sheep and a lamb. This les-son is a-bout a cow and her calf.

Look at them. Do you think they are as pret-ty as the sheep and lamb?

We call a calf bos-sy. How shy this bos-sy looks!

Do you think it would let you pat it with your hand?

No, it would not. It would run, if you were to try to touch it.

One day it saw a boy com-ing to-ward it. Can you guess what it did?

It ran a-way as fast as it could. The boy ran ver-y fast, too.

The cow saw the boy, and ran to-ward him. She tossed her head, as much as to say: "Do not touch my bos-sy; if you do, I will hook you."

The boy was a-fraid of the cow, and ran off.

Was he not a bad boy, to try to strike a lit-tle calf?



|                  |         |        |           |
|------------------|---------|--------|-----------|
| head             | strike  | look   | les-son   |
| what             | strikes | looks  | les-sons  |
| lam <sup>b</sup> | hook    | learn  | read-er   |
| much             | hooks   | learns | read-ers  |
| touch            | thinks  | wears  | teach-ers |



Eka tua waksh washtye imme bosetsa. Kwae seutchu imme tua waksh washtye!

Chineichañye hishome tua waksh washtye nityashonishe nowtyekonishe samashstcheñyēya?

Sah, waksh washtye satse nowtyekoño. Shě waksh washtye imme komēts immeēh hishome nityashoñye. Iske seie waksh washtye kokutch iske mutyetsa howetsthoko waksh washtye tyēka. Itye hishome ěnatsacho kwetsetchanshe waksh washtye? Imme waksh washtye komēts tyěě hawēna itye. Mutyetsa thick komēts mame hawēna.

Waksh imme kokutch mutyetsa, shě komēts mutyetsa tyēka. Imme waksh stchowa satchañyēya, imme ěnatsako: "Pame pitya sowwashtye; shě hishome shetyako sowwashtye, hinome nityowashoma sachañyēya hishome tyēka." Shě mutyetsa seutyesho waksh, shě komēts tyěě. Satse mame sakwetōnyeme mutyetsa sēka nityakonishe iske waksh washtye?



|                  |             |             |                |
|------------------|-------------|-------------|----------------|
| naskeine         | seopeits    | skokutch    | sityachane     |
| zē               | kopeits     | kokutch     | sityachane     |
| karñyero-washtye | shoēts      | sowtyumitch | kokchinkwea    |
| nowya            | showēwēts   | kowtyumitch | kwakchinkweana |
| sitya            | sineichañye | kaikoiya    | seiasomeshļa   |

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*LESSON LX.*

katsipatyē sēkstche kowtyumitch satse-koṭañye-  
chow  
tawa yanye katsa satse-hama  
koeach sētyanawēṭa seutyesho thickinah  
keikoiya satse-koṭoñyemo sewēstchea seiasomeshṭa

O, zē kotsitchṭa, kotsitchṭa kokutch imme ṭua!  
Iske mutyetsa imme ka iske oshtyatthuts sakow-  
tyumechañyeshe tyēya kanaskaistchu kastyatthuts!

Sekoma eiyañyese kutchanye keisomeshṭa tyēka?  
Zē imme sotsimme kwetsetch ṭua mutyetsa? .

ṭua imme satse tawa mutyetsaow. Imme katsa  
sētyanawēṭa eikeisomeshṭansho ṭua mutyetsa. ṭua  
mutyetsa imme tseotsipa sañoṭanitchkonishe, shē  
satse kowtyumitchow kashe sityachane.



## LESSON LX.



|      |       |        |          |
|------|-------|--------|----------|
| must | sight | learn  | i-dle    |
| good | front | talks  | nev-er   |
| does | laugh | shame  | a-gain   |
| wear | dunce | please | teach-er |

O, what a sad, sad sight is this! A boy with a dunce-cap on his head!

Why does he stand there, in front of the school? What has he done?

He is a bad boy. He talks and laughs in school. He loves to be i-dle, and does not learn his les-son.



Does he not look bad? All the good boys shun him!

Do you think a good boy can love a bad one? Can his teach-er love him?

I think not. No one loves a bad boy. No one can love those who are bad.

This boy tries to hide his face with his hand, for it is red with shame.

Can you see his face? Do you see how he tries to hide it with his hand?

Poor boy! I hope he will be good, and nev-er have to wear a dunce-cap a-gain.

God loves those who are good. If you would please Him, you must al-ways be good and kind.



|       |        |         |          |
|-------|--------|---------|----------|
| shun  | does   | miss    | bleſs    |
| have  | done   | miſſ'ed | bleſſ'ed |
| hope  | hide   | miſſ-es | bleſſ-es |
| front | love   | toss    | kiss     |
| think | loves  | toss'ed | kiss'ed  |
| ſtand | lov'ed | toss-es | kiss-es  |



Satse immeëh eëtye iske satawa mutyetseshe? Seio tawa mutyetsapa satse immeëh howpa sekwe-  
 año. Chineichane hishomë ishe tawa mutyetseshe  
 itye amoñyotyoyo iske sotsimme mutyetseshe? Itye  
 seisomeshanshe amoñyomatyoma imme tua sata-  
 wa mutyetseshe? Hinome sineichane sah. Satse  
 howe itye amoñyokoño sotsimme mutyetsēshe.  
 Satse howe itye amoñyokoño tua sotsimme each.  
 Tua mutyetsa sēotsipa nowēskomush kowawe ka-  
 mashtyañyēa, stchë kowawe kukañye kopotsanshe  
 tyēya. Itye hishome ñyokutchtcho kowawe?  
 Hishome itye ñyokutchtcho kwae tua mutyetsa  
 kwēskomastcheshe kowawe kamashtyeñyēya?  
 Amoo mutyetseshe! Hinome sēokame keika  
 imme tawa ñyowtyumitchkonishe, shë satsena ha-  
 ma itye nostchatsutskoño sakowtyumechanshetyē-  
 ya. Dios mame amoko tawatsapatshe each, Shë  
 hishome Dios shotsetokeio, shë sityotse tawa ñyē-  
 nitchtēasho tawa notsitchasho.



|             |             |                 |              |
|-------------|-------------|-----------------|--------------|
| satse-howpa | koeach      | satse-etsetchow | tawa-etsetch |
| sah         | seio-koeach | satse-etsetshow | tawa-etsetch |
| sēokame     | kwēskomasha | satse-tseeina   | tawa-koeach  |
| eiyañye     | amoko       | shamatsetch     | kotsots      |
| sineichañye | amoko       | shamatsetch     | kotsots      |
| tyukotatyē  | amoko       | shamatseakwea   | kotsotsja    |

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*LESSON LXI.*

|             |          |               |             |
|-------------|----------|---------------|-------------|
| ėkatsa      | sėotseko | atıyėmatsetch | tomaetsetch |
| wėtyetsats  | wak      | yokotsetch    | keimats     |
| eatsanye    | wėtitch  | sėka          | satyumo     |
| sotsimmetsa | sėotseko | onatıyestyė   | konaskuts   |

*Ellen.* Muh, naia, muh musa zė sotsetch !  
Satse tawatsaow musa ! Satse hama hinome itye  
musa tyėka nıyewėstcheastchomaño.

*Nnia.* Hishome satse hama itye nıyewėstchea-  
stchochoma musa tyėka ? Kutchtyashe anytse  
musa ! Keimats, hishome satse itye ěnatsashoño  
tua. Zė kwetsetch musa ?

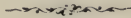
## LESSON LXI.



|      |       |         |          |
|------|-------|---------|----------|
| told | fault | soil'ed | spoil'ed |
| hate | child | pull'ed | sure-ly  |
| word | those | should  | broth-er |
| mean | wrong | clothes | naught-y |

*Ellen.* See, mam-ma, see what puss has done! Bad puss! I shall nev-er like her a-gain.

*Mother.* Nev-er like puss a-gain? Your pret-ty puss! Sure-ly, you do not mean that. What has puss done?



*Ellen.* Why, mam-ma, she has spoiled my doll. See, its head is bro-ken, and its clothes are all soiled.

*Mother.* I am ver-y sor-ry, my dear. But how did puss get your doll?

*Ellen.* I went to play with broth-er Lew-is, and left doll-y on the floor. Puss saw her there, and pulled her in the dirt. O, how I hate puss!

*Mother.* Stop, my child, do not use that naught-y word. You should not blame puss, for the fault was all your own.

*Ellen.* O, mam-ma, how can you say so?

*Mother.* Be-cause, puss did not know it was wrong to play with your doll. But you knew it was wrong to leave her on the floor.

*Ellen.* Then, mam-ma, I am sor-ry I struck puss. I shall nev-er do so a-gain, but will love her more than ev-er.



|       |        |          |         |
|-------|--------|----------|---------|
| came  | wrong  | toil'ed  | to-ken  |
| name  | strong | soil'ed  | bro-ken |
| blame | throng | spoil'ed | spo-ken |

*Ellen.* Sekoma, naia, musa sotsetcha sawak. Muh, wak kanaskai yokotyetch, shě kownatyestyey seio atyěma tyeiatch.

*Naia.* Hinome imme mame sotsitchja, samak. Shě kwae itye musa tseeina kutchawak?

*Ellen.* Hinome howěh sutyěya satyumo Lewis sowěshaiaño, shě hinome eisinasekwea sawak. Musa eie kokutch sawak, shě kattyetyowe atyematsetshow. Shě, hatso sañyewěstchěaskoma musa tyěka!

*Naia.* Pame, samak, pame ěchatsa hěě sotsimme eatsanye. Satse hishome itye sotsimme ěnatsashoño musa tyěka, shě hishome noyo kochotseko.

*Ellen.* Shě, naia, sekoma jaah ěkutchtsa hishome?

*Naia.* Stchě, musa satse koťonyemo sotsimme eñyechakonische kowěshaiyanische kutchawak tyěka. Shě hishome shoťoñye sotsimme eñychashonische eisina shekweañu kutchawak.

*Ellen.* Shě, naia, hinome imme sotsitchta hinome musa sěopeitsanshe. Satsena hama hinome thickina immeě enyechaskoño, shě hinome weie mame amoñyose musa kwa immeěh amosinische.

|          |             |              |                 |
|----------|-------------|--------------|-----------------|
| saatse   | sotsimmetsa | koťanitch    | kowětyumechañye |
| ěka      | stchats     | atyematsetch | keiots          |
| sěotseko | sěhaño      | sotsetsetch  | ěkatsa          |

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*LESSON LXII.*

tseaŋa           koskeits           sewēstchea   kowsēnits  
tsēei           koawēsheitŷea   sewēstchea   komētŝa  
kashe   sowaka-hashōēme   maēma           sētyanawēŋa

Kakaanye each koaskeitsŝa sewowstchea,

“tyana suna chupkunŷye, shē keisomehŝansho  
sētsemu!”

Muh each, immeĥ each ŧohawēna tsekweaŋa,

Kaiapetsŝa kachuityeēse tinyeaŋu hawe tyēkaĥ.

Sewowstchea, mame koawēsheitŷea makutsapa ko  
mutyetsapa,

Kotsotsitchŝa skowwēshaaianye shē seiotsē  
skowwēshaaianye,

Sowaka hashōēme, kaiyeitŷesheyotsŝa, shē sitya-  
chane:

Shē, kwae sewowstchea immeĥ noyo howpa!



## LESSON LXII.



|       |        |         |           |
|-------|--------|---------|-----------|
| flics | shout  | joy-ous | trip-ping |
| swift | games  | mer-ry  | run-ning  |
| their | skates | in-deed | laugh-ing |

Hear the chil-dren gay-ly shout,  
 "Half past four, and school is out!"  
 See them, as they quick-ly go,  
 Trip-ping home-ward o'er the snow.

Mer-ry, play-ful girls and boys,  
 Think-ing of their games and toys,  
 Skates, and sleds, and dolls, and books:  
 O, how hap-py each one looks!

“Now for snow-ball,” Har-ry cries,  
 And to hit his sis-ter tries;  
 But the ball, so white and round,  
 Miss-es her, and hits the ground.

Sis-ter Flor-ence, full of fun,  
 With her lit-tle hands makes one,  
 And at broth-er Har-ry throws;  
 Swift it flies, and hits his nose.

“Have I hurt you, broth-er dear?”  
 Asks his sis-ter, run-ning near;  
 “Hurt me? no, in-deed,” says he,  
 “This is on-ly sport for me.”

Thus these lit-tle chil-dren go,  
 Trip-ping home-ward o’er the snow;  
 Laugh-ing, play-ing, on their way  
 Ver-y hap-py, glad, and gay.

|        |           |           |
|--------|-----------|-----------|
| cries  | gay-ly    | miss-es   |
| asks   | play-ful  | broth-er  |
| sport  | quick-ly  | Flor-ence |
| makes  | play-ing  | think-ing |
| throws | chil-dren | home-ward |



“Weie iske kołots hawe,” ěkatsa Harry,  
 Shě heya kakwech n̄yoyowtchowēko ;  
 Shě kołots, mame stchumuts shě mame kołots,  
 Kēspałatsa kakwech, shě yae teēka kuyotsa.

Kakwech Florence, sēotsipa owēshaaiane,  
 Shě suesish kamastyēn̄yēya koeach iske kołots, .  
 Shě kwēowchowē katyumo Harry ;  
 Sēei kołots hawēna thoko, shě kuyotsa sēshoñō  
 [katyumo

“Hinome chownatyume, amooch satyumo ?”  
 Sēopełta kakwech, komētst̄a howēko ;  
 “Chownatyume hinome? sa maēma,” ěkatsa Harry,  
 “łua imme łomah koēshai hinome tyēka.”

łaaah łua each suesish kanichtēa,  
 Kowsēnits kamaēse eitinyeañu imme hawe tyēka ;  
 Tsēt̄yanawēłta, koawēsheit̄yēya, eihēañye kashe  
 Mame sewēstchea, sewowstchea, shě añyēh.



|              |              |               |
|--------------|--------------|---------------|
| koskeitsłta  | añyēłta      | satse-kuyotso |
| spēłta       | nowēshaiako  | satyumo       |
| koēshai      | hawēna       | Florence      |
| etsetch      | kowēshaiałta | kotsitchłta   |
| katt̄yechowē | each         | kamaēse       |

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*LESSON LXIII.*

sinaŋa            ʈotsekwea    yaeh            tyëimme  
 each            iske-tawatch    nowya            hamasho  
 sowkēne    sewēstchea    sityachane    nashtëa-naia  
 sowkēnetyemishe    keisomeshta    seiasomeshta    each

Zē! seiŋa ʈua sityachane? Howohʈutyëtyu  
 seio sityachane tyēka?

Heitye iske tyue tawatch sēyatyutshe hishome  
 satse itye ənatsashoñio sityachane. Shě weie  
 hishome seio itye ñyokutchsho Tseia Sityachane.

Shě itye hishome shame ñyokutchtcho sityacha-  
 ne? Itye hishome howēnetchatcho seio eatsanye?  
 ənatsatcho hishome ha?

## LESSON LXIII.



|         |        |          |           |
|---------|--------|----------|-----------|
| buy     | waste  | pit-y    | read-y    |
| child   | month  | man-y    | sec-ond   |
| friend  | please | read-er  | pa-rents  |
| friends | school | teach-er | chil-dren |

What! the last les-son? Have we come to the last les-son in the book?

A few months a-go you could not spell. Now, you can read all the les-sons in the First Read-er.

But can you read them well? Can you spell all the words? Did you say yes?

Then you may have the New Sec-ond Read-er. Are you not glad to be read-y for a new book?

There are man-y chil-dren whose pa-rents are too poor to send them to school. Do you not pit-y them?

They can not have nice books, and learn to read them, as you do.

Are not your pa-rents kind to send you to school, and buy new books for you? Should you not try to please them?

You must not waste your time in school. Try al-ways to know your les-sons.

If you are good, and try to learn, your teach-er will love you, and you will please your pa-rents.

When you go home, you may ask for a NEW SEC-OND READ-ER.

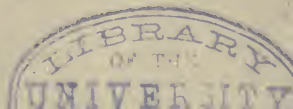
Take good care of your new book, and give your old Read-er to some child who is too poor to buy one.

And now, my lit-tle friends, we must bid you all a kind Good-by!

Shě hishome itye nasho Natse Stchei Sityachane. Satse hishome chowēstchea tyēimme nuḥashonishe natse sityachane? Mame nowyatsapa each kanashtēa kanaiatyemishe mame amometsapa satse itye keatchtyemishe hakēh n̄yeyatchawanakosatyow keisomesht̄añyeshoēh. Satse hishome chotsitch̄ta ḥua amooch each? ḥua amooch each satse itye anyētse sityachane nuchashe kosatyo, ko thick satse nowatyumitch kosatyo sityachane, hishome showtyumechanshe. Satse mame tawatsaow kutchanashtēa kutchanaia imme howoh n̄yekwea kutchomanishe hishome keisomesht̄anshe, shě thick n̄yēnaḥakonishe natse sityachane shotsinn̄yēya hishome tyēka? Satse hishome itye n̄yeyotseyashoñō keisomesht̄ansho? Sēka onye sityotse n̄yotoñyeshonishe kutchashe sityachanishe. Shě hishome tawa each kuḥaow, shě sēka shoñō nowtyumitchshonishe, shě kutyēsomesht̄anshe n̄yewēstcheatseoma hishome tyēka, shě hishome kutchawētyemishe n̄yewowstcheatsewachoma. Shě hishome kutchama ēse thoko, hishome itye n̄yepēḥasho iske Natse Stchei Sityachane. Shě amoñyosho tawa natse sityachane kutchashe, n̄yotyesho ḥua sawēñyetseshe Sityachane howe amometseshe each howe saitye n̄yinaḥakonishe iske tyēka.

Shě weie, suesish sowkēne, sutchashe ēnachatsa sochosatshe seio hishometitch tyēka mame tawat-seshe Shuoweshats

Seio.

















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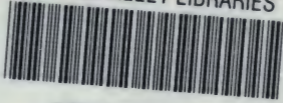
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